

**Theory and Practice of Funding Models
The case of Cameroon**

Leinyuy Loveline Linyuy



**MASTER OF PHILOSOPHY IN HIGHER EDUCATION
INSTITUTE OF EDUCATIONAL RESEARCH
FACULTY OF EDUCATION**

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ABSTRACT

Funding be it of a private or public initiative has always been a topical and a sensitive issue for higher education academics, governments, other academics and non-academics, international organisations, donors and the local society. This is because it is like an indispensable resource to pilot the affairs of any institution especially an academic institution. University funding is always not enough. It could be because of misappropriation , undefined objectives or insufficiency. It could also be because of misdirected priorities or too many things to be done with too little amount of money, as well as because of the assumption that it is handled by resounding academics who are assumed to have the ability to justify the budget in their favour. It is imperative for a country to cautiously choose its funding models.

All in all, University funding needs so much attention because it is the backbone of the institution. That is, finances are vital for a good working environment for the staff and the students, the funds can also serve in the acquisition of infrastructure, in the payment of teaching and non-teaching staff, and in the provision of didactic material like books, computers and equipping the laboratories. Without which it will not adequately meet its needs and fulfil its mission to the nation and to the international community since its human resource product are not bound to live and/or work only within the confines of the nation. This work sets out to investigate the theory and practice of funding models in Cameroon and how the management and administration of academic planning and programming of primary processes are affected by the funding models which are applied in the Cameroonian context.

The qualitative research strategy has been used in the investigations. A dual method of data collection was used mainly the use of appropriate documents and the open-ended semi-structured interviews with some University of Buea teaching/administrative staff.

The findings were that suitable funding models which are institutionally friendly and societally convenient are not properly adopted in Cameroon in order to enhance the smooth management of administrative and academic processes, programming, planning. With this done, the level of joblessness will be curbed and health will be improved. Cameroonian Higher Education Institutions will be local, regional and global players in the Higher Education domain. They will contribute to the global research, technology, economy, politics and vital international affairs.

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ABBREVIATIONS

CFA- Cooperation Financiere en Afrique Central.

DVC-Deputy Vice Chancellor

GDP- Gross Domestic Product.

UNIBU-University of Buea

USA- United States of America

USD- United States Dollars

VC- Vice Chancellor

Chapter 1

Introduction

1.1 Purpose of the study and Research Problem

The purpose of this research piece is to investigate the funding models of Cameroon and its implication on the management and administration, programming and planning of the primary processes of teaching, learning and research. This is also in a bid to understand, to contribute, to review and to add more literature to look at the dynamics of funding higher education in Cameroon.

1.2 Motivation for the study

Having done some introductory courses in this Higher Education programme which initiated the researcher to what higher education is, it gave the researcher an understanding of what higher education funding is, and the dynamics of funding individual higher education institutions. As a product of higher education studies in the making, with shallow knowledge of where and how funds for Cameroonian Universities come from and how they are disbursed and utilised, this gave the researcher the push to carry out this study and to investigate the sources of funds for the chosen case study and what these funds target. This will be a good opportunity for the researcher to understand supranational funding models and the synergy which exists between the institution, the government and the periphery, and how this move is intended to benefit the institution in a bid to better the standards of the society.

Another important push to the researcher embarking on this study is the fact that not much has been written about how universities in Cameroon are funded. It is in a vain to know higher education funding systems in Cameroon.

1.3 Objectives

This research endeavour has as objective to indirectly/directly call on decision makers, stakeholders, funders, alumni, academic well wishers and academics to focus on institutional funding which will help in strengthening them financially, render them autonomous and help in promoting the primary processes of the university. This may help in the development of the entire nation. When little or nothing is written about a national system of funding, the desired attention may not be given to it.

1.4 Significance of the study

This research is essential in the sense that, it has broader and a narrow perspective. In the narrow perspective, it will help the researcher to understand issues about funding higher education in Cameroon. In the broader perspective, it can serve as a source of literature on higher education funding in Cameroon and elsewhere. It can also shape the funding within Cameroon's higher education when referred to by policy makers. It will serve the policy makers to design alternative funding policies for higher education in Cameroon to ensure quality, efficiency, equity and access. Universities are vital for the promotion of the primary processes of teaching, learning and research.

1.5 Main research Question

What impact do the funding models in Cameroon have on institutional managerial and educational processes?

1.6 Research questions

- 1-What do we know about changes in higher education funding models?
- 2-What do we know about the effects of these changes on managerial and educational processes in Higher Education?
- 3-How can the current funding system in Cameroon be positioned according to the theories and literature on funding on Higher Education?
- 4-What are the strengths and weaknesses of the current funding system?

1.7 Research Method

The qualitative research method is the research method chosen to guide this work. Bryman (2008) found that, the qualitative research method is characterised by words. These words could be in documented publications or verbally through interviews. Relevant literature and documents were succinctly exploited. Bryman (2008) posits that qualitative interview can be looked at in terms of unstructured and semi-structured interviews. Thus the qualitative interviewing was also used to collect the data precisely semi-structured interviews. Ospina (2004, n. p.) also views this research approach as one in which the researcher "aims for a

holistic picture from historically unique situations, where idiosyncrasies are important for meaning. The researcher uses an inductive mode, letting the data speak”.

1.8 Study design

In order to have a better understanding of how the theory and practice of funding model operates at the system's level in Cameroon on the one hand and its implication on academic and managerial processes on the other hand, the qualitative research strategy has been chosen since it has to do with semi-structured interviews and has an allowance for the interpretation of already existing data. The case study research design has been chosen to pilot the investigations in this work. It has been deemed necessary to use the University of Buea which is one of the state universities to exemplify and to properly examine the implications of the theory and practice of funding models on academic and managerial processes from the system's level to the institutional level. Cameroon as a single case, will equally pave the way for the researcher to attempt a proper response to the research questions posed and to the main research problem identified. The choice of UNIBU is based on its willingness to accept the researcher for field work at the institution. More so, as an Anglo-Saxon university, most existing documents in line with the research topic are written in the English Language which enhances a better understanding of issues raised at the system's level. Besides, the researcher assumes that as a state university, the theory and practice of funding models in this institution is a microcosm of the macrocosm. The University of Buea is merely a representation of what takes place in other state universities despite the fact that the qualitative research method and the case study design restricts generalisation. Bryman (2008, p. 391-392) believes that “the findings of qualitative research are to be generalised to theory rather than to populations...it is the quality of the theoretical inferences that are made out of qualitative data that is crucial to the assessment of generalisation”. UNIBU is used merely to describe the impact of the theory and practice of funding models on the managerial and administration of academic planning, programming and processes in a bid to epitomise what is inherent at the system's level and for this reason generalisation then steps in. This occurrence is for the purpose of elaborating on how the theory operates within the confines of the nation through this institution. The documents used helped to highlight the topic of this research piece and exposes what takes place at the system's level which transcends through the public institutions. Most of these documents which talk about issues of funding at the system's level clarify and depict the practices of funding models at the system's level.

Bryman (2008, p.52) posits that this approach which entails a single case enhances a detailed and an intensive analysis of facts. Since this approach has its specificities of orderliness in the way the study, the data, the analysis of data collected and presentation of findings is carried out. This notion is supported by Baxter and Jack (2008) who are inspired by Yin's (2003) claim that the case study design is explanatory, descriptive, exploratory and multi-case studies and prefers that a case study design be used when the study is aimed at responding to "how" and "why" questions.

- Explanatory (specification) is when more meaning is added to the definition of a theory.

- Descriptive (illustration) provides a clearer understanding of major general relationships in the subject area which are noteworthy.

- Exploratory (discovery) is when the conceptual framework is made available for the analysis of new complex or dynamic ideas that have not been addressed by existing theory.

The descriptive notion will be used to illustrate how the administration of academic processes, programming, planning and management, can be affected by the theory and practice of funding models.

Even though others applaud the use of case study design, Lukka and Kansanen (1995, p.77) identifies a weakness in that there is lack of generalisation of the findings collected which characterises the case study research method but Denzin and Lincoln (2000) see it differently as they suggest that this method is advantageous because it enhances the use of multiple sources of data, adds confidence in its interpretation, confirms the validity of the processes of study and reduces biases that could have stemmed from the use of one method.

The criteria for evaluating the research will be the internal validity which has to do with causality. That is, how the theory and practice of funding models influence the management and administration of academic planning and programming of primary processes or how the administration of academic processes, programming and planning of primary processes of teaching, research and learning are influenced by the theory and practice of funding models. Cameroon as a single case, will allow the researcher to bring out the depth of the concept in context.

1.9 Method of data collection

The method of data collection in Bryman's (2008) view has to do with the researcher not choosing the unit of analysis on a random basis. The choice is focused with the bearing of targeting divergent views on particular issues and their relevance to the already framed research questions. Semi-structured interviews were conducted in an open-ended manner and

analysed. Relevant documents and literature were equally consulted and analysed. The interviews were conducted with some administrative and teaching staff of the University of Buea. In all, five personnel were interviewed :The head of service for research at the central administration, administrative assistant/research and publication, chief of service at the Ministry of Higher Education and lecturer at UNIBU, graduate teaching assistant in the department of Chemistry and a lecturer in the Department of Geography at the University of Yaounde 1.

The head of service for research at the central administration in UNIBU made very useful statements about the impact of the theory and practice of funding models at the institutional level and the impact it has on the programming and planning of administrative and academic processes. This administrator also offered some two useful documents which has to do with institution's policy to attempt a better management of funds in a vain to achieve institutional goals. The administrative assistant/research publication highlighted the duties and the obligations of the funding parties (the state, UNIBU or companies) on the one hand and that of the beneficiary research staff on the other. The chief of service at the Ministry of Higher Education and lecturer at UNIBU clarified the hindrances that the theory and practice of funding models have on the administration of managerial and academic processes. The graduate teaching staff in the department of Chemistry expanded on the relationship that UNIBU has with national and foreign partners and the impact this has on administration of managerial and academic processes, planning, programming. The senior lecturer at the University of Yaounde 1 helped to link the researcher to the UNIBU team and equally threw light on the information that the research had got from UNIBU staff.

All the UNIBU interviewees were interviewed on UNIBU campus but the one from the University of Yaounde 1 was interviewed in Yaounde. This lecturer confirmed most of what was said by other four and was clear that only the institutions change but the practices are the same. The interview time ranged from 20-45 minutes on different days. The reason being that it was school re-opening and these staff had much to put in place. More so, the head of service for research in UNIBU who had offered the two documents was persistently referring the researcher to those documents and said “you will get everything you need to know in those documents”. These documents were rich but not enough to answer the numerous questions that were still left unanswered. The researcher is not laying any blame on the UNIBU administrative staff. They were so kind to enough to receive me at short notice and at a crucial academic period. It was not possible to tape these interviews against the wish of the

interviewees. In respect of ethical recommendations, notes were taken down. Some of these interviewees were kind enough to give me their electronic mailing addresses. The researcher sent some questions through email after the field work and after having gone through the documents which were offered. These respondents readily responded to them and helped a lot to clarify so many issues.

Method of data collection was through the funding documents which have been subjected to analysis qualitatively according to Bryman (2008). Sources are policy documents, funding documents and interviews of some university actors. Data from the secondary sources has been on the views and the opinions of others, critics and the concerns they have raised which are relevant to the research area. For the sake of credibility which is one of the tenets of trustworthiness, the researcher cross checked the information from the interviews with that on the literature and policy documents. This was in accordance with the requirements from triangulation to see if there was an ideological coherence. Some questions were asked, rephrased and asked in a different way to capture the actual stand point of the respondent. With the use of relative analytical framework, this section of the work will look at the sources of funding for Cameroon's Universities and what the funds are intended for.

Interviews were conducted with the head of service for research at the central administration in UNIBU, administrative assistant/research and publication UNIBU, Chief of service at the Ministry of Higher Education and Lecturer at UNIBU, a Graduate Teaching Assistant in the Department of Chemistry proposed to the researcher by the head of service for research at the central administration and a senior lecturer in the University of Yaounde 1.

1.10 Study limitation

I arrived in Cameroon during the Christmas period and every appointment I tried to make was abortive because most of my respondents were busy with the double event of preparing for the Christmas celebrations and for the UNIBU graduation ceremony which was due for the 17th of December 2011. Every appointment was fixed for after New Year's Day. This then limited the number of my respondents.

1.11 Ethical issues

It will be very important to put ethical issues on the priority list based on the political environment of Cameroon. An authorisation was obtained from the department of Educational research. This was to be presented to the authorities in the study site to boost the morale of the respondents at the study site and to prove that the researcher was not functioning out of the

confines of the law. Secondly, the identities of the respondents who were interviewed will not be disclosed without their wish. This will be re-assuring of the avoidance of future implications and prejudices.

1.12 Contents of the thesis

This study comprises five chapters. Chapter one is the introductory chapter, chapter two deals with the literature review on funding models in higher education and their effects. Chapter three presents Cameroon, its funding system and its strength and weaknesses. Chapter four discusses discussion and findings. Chapter five which is the last chapter wraps up with conclusions and recommendations. Chapter one is the introductory chapter which handles the purpose of the study. Motivation for the study looks at the factors which contribute to the researcher to derive and nurture the interest in this academic initiative. This section also exposes the research problem, presents the research questions, lays bare the objectives of the study, and the significance of the study. The chapter wraps up with the awareness of the need for ethical issues and with the research method and limitation for data collection.

Chapter two addresses research question one and two while chapter three addresses research question three. Chapter four addresses research question four.

Chapter two

Funding models in higher education: literature review

Introduction

Higher Education financing is an old-age concept as the formal organisation of Higher Education Institution systems itself. This concept has been one of the topical issues among academics, economists, politicians, students and higher education authorities on which funding system is best suitable for the beneficiaries (students), their parents and sponsors in a bid for them not to have the feeling that higher education financing which in most cases was the sole responsibility of the state has now been shifted to them. This chapter will handle sub-research question one and two.

2.1 Evolution of higher Education Funding

Weiler (2000, p. 335) found and distinguished various stages that involve higher education. These stages are; governance, new programmes of study and their accreditation, new personnel regulations and new higher education legislation. In his words, this game of different stages involves three players who are the state, the university and the market where so ever it is being played. He considers one of these three players which is the market as new and two of these players who are the state and the University as old players in this game. He sees the third player which is the market to have deregulated higher education, to have enhanced accountability, autonomy, institutional steering, inter-institutional competition and performance-based funding.

Following Burton Clark's triangle of coordination, Weiler's (2000) opinion could be interpreted thus: that the European higher education system was coordinated by the state and the institutions and now it is coordinated by the market, the state and the institution. Earlier on the market was absent or almost absent when it came to higher education financing in Europe but nowadays it is strongly present and all the actors on the triangle are highly involved in higher education funding.

He singles out the stage of financing which he capitalises on and believes these games are played on this stage. He emphasises that when this deal had to do with just the state and the institution, the institution had no voice because the state had the yam and the knife and could cut it to any shape or direction by limiting its disbursement of finances and by coming

up with policies which could be considered as impulsive to higher education institutions. There is an adage that he who blows the piper calls the tone, these higher education institutions will be forced to bow in respect of the state policies.

With the advent of the market in higher education funding, things will never be the same and that is why Weiler (2000) considers this market-oriented higher education funding as “privatisation”. In this sense, this has to do with a shift from government’s central budgeting, planning and control to private control and planning which now involves firms, companies, foundations etc since they are in control of higher education market as they sponsor research, steer some programmes which are of priority to them and encourage the institutions to drive towards more quality, accountability and efficiency.

Manuel Castells (2001) in “Universities as dynamic systems of contradictory functions” states four functions of the university which are: ideological apparatus, training of dominant elites, generators of new knowledge and professional university. Castells is of the opinion that the professional university is the most important. He goes memory lane to prove that the university trained church bureaucracy in some countries or lawyers in others. Castells also describes the influence of industrial revolution and the urge on universities to produce professionals for other sectors of the society. He projects that the impact was felt in the making of accountants, engineers, teachers etc. In a nutshell, the intention of the professional university was to provide the labour force for the ready labour market. He believes the professional university gave rise to science university because of societal economic needs for research as “a strategic tool to enhance productivity and competitiveness” (Castells, 2010, 209-210).

Based on Castell’s (2001) description of a professional university, an assumption can be made that this professional university was tilted towards one of Burton Clark’s angle in his triangle of coordination of the University which has to do with the state, the market and the university. The researcher suggests it is the angle on market. This has a great impact on today’s higher education market-oriented funding because, all the stakeholders(students, higher education providers, state, alumni, foundations, NGOs, companies etc) are geared towards what they turn to benefit when it comes to input, output, quality, efficiency, employability and usability. All these have influences on the funding models, funding packages, choices of disciplines, choice of institution, prioritisation of disciplines for funding etc.

Jongbloed (2000) also encourages mergers as a form of cutting running cost by institutions. He proposes that disciplines which are similar are viable to be merged. He advocates the extinction of programmes which are no longer in demand and urges institutional authorities to be flexible enough in that when the size of the students in a discipline reduces, the institution should be able to reduce the size of the staff in that discipline. This he explains that more staff for less number of students is tantamount to inefficiency and to waste of resources. The work load is reduced and the staff remuneration is not reduced commensurate to the work done. More people are paid to do the work which a few could do. This is a waste of the already scarce resources and in this light, he calls for institutional accountability.

Jongbloed (2000, p. 28) is in favour of lump sum funding as he argues that this type of funding will enable the funded institutions to earmark priority projects. At the same time, he is aware that this type of funding demands serious financial accountability and efficiency but identifies a drawback in the way the funding agencies especially the government come in to restrict spending priorities. In his view, “direct funding restricts institutional autonomy”. He further prescribes specific or earmarked funding as an indispensable method of funding which can pin down institutions in achieving major important goals since higher education institutions are resistant to change.

Jongbloed and Van der Knoop (1999) are of the opinion that universities and other higher education institutions should take the lion share of the GDP. They are also convinced that the income for these institutions should come from institutional sell of services to the environment. They go further to state that: “the organisational units of the university and the people working in those units can realise their ambitions only insofar as they have sufficient resources”. In a nutshell, they are for the idea that internal resource allocation method of finances is a yardstick in the implementation of policies and achievement of work tasks which is eminent of the reason for the very existence of the university.

Woodhall (2007) makes an exhaustive analysis of different concepts which describe Higher Education Funding. In her opinion, the British system used “fee” and the Australian system used “contribution” when their individual governments wanted to make reforms on higher education funding by sharing the financial burden with the beneficiaries (students). By so doing, Woodhall (2007, p. 25) quotes Johnstone to be “sceptical whether a change of name makes any difference”? He is quoted to have said in a conference on cost-sharing on Higher

Education financing in Africa in 2001 as “if it looks like a duck, and quacks like a duck, then it is a duck-whatever it is called”. Meaning that whether the term changes or not there is no difference all is that if it has to do with funding then it has to do with contribution of finances no matter from whom it has to come. Woodhall (2007, p. 25) prescribes the concept “cost-sharing” because she is convinced this concept seemed to have been most acceptable than others like “cost recovery”, “user charges”, “tuition fees” etc. She believes the term in political discourse on higher education funding is crucial and sensitive.

Woodhall (2007, p. 42) also reveals some ambiguity that arose from some words that were related to corporate higher education financing that became a bone of contention to “students, other stakeholders and among the wider public” like “top-up” fees which was misconstrued for increment in fee. Also the idea that fees could be “deferred until after graduation” which meant fee payment could be postponed and paid after graduation based on the graduates’ earnings which meant if only you could earn above a certain scale, would you be expected to pay. Then, the other idea of “highly subsidized” interest rate on student loan was equally not understood. Basically, this meant that the students will not have to pay any interest on the loan borrowed for the purpose of their educational financing.

She also traces the trends of Higher Education funding which was not only the issue of developed countries but a global issue. She quotes the World Bank and its involvement in seeking for solutions which plagued the sponsorship of this education sector in a continent like Africa and illuminates the adjustment made by the World Bank in sensitising the governments of various countries which it had earlier on advised erroneously to deviate much resources from Higher Education to invest in primary/secondary educational sectors. Woodhall (2007, p. 31) introduces plans like Friedman’s which dates back to 1955 and Zacharia’s 1967 plan which in her opinion promoted the idea of “equity financing”. She also indicates Yale plan of 1972 which advocated “Tuition Postponement Option”. Yale’s plan was not successful because it advocated rich students paying for their poor counterparts. More so, the method of collection through the University was not successful but later on Woodhall (2007, p. 32-41) quotes Chapman to have proposed that the loan repayment be collected through “national tax or social security agency”.

2.1.1 Funding Models

Jongbloed (2000) in writing about funding of higher education in developing countries pinpoints and distinguishes four different types of funding and elaborates succinctly on each of them. Like Jena Kyle, a senior American Fiscal Analyst who in reply to the State University Funding Model which he sent to the House of Appropriations Subcommittee on Higher Education who distinguishes three funding components which are;

-Enrolment-based component

-Degree-based component

-Research-based component,

Jongbloed (2000, p. 17) found four funding models. In his view, these four different types of funding models are;

1-Negotiated funding,

2-Input-based funding,

3-Output-based funding,

4-Student-based funding.

Jena's enrolment component of funding is in line with Jongbloed's above input-based funding while research and degree-based components can be linked to Jongbloed's output-based component. Output-based will be used interchangeably with performance based. Market-based funding refers to the outcome-based funding and student-based funding type but will not be used interchangeably.

2.2 Negotiated Funding

Jongbloed (2000) is highly convinced that all these four funding types emanate from funding policy objectives and from policy framework developed by the central educational authorities. What they intend to achieve acts as a guiding factor to the content of policy objectives and to the framework. Institutions implement these policy objectives and policy framework in a way that is most convenient to them because they experience state encroachment with spending decisions and in their ability to raise surplus funds.

These funding types are interwoven and each is dependent on the other. As far as negotiated-based funding is concerned, Jongbloed (2000, p. 17) posits that "allocations are not based on objective criteria but on the allocations of the previous year". The parties that are

concerned with negotiated type of funding are representatives of institutions and the representatives of the government which is the Ministry or the funding council.

Jongbloed (2004) in tracing funding systems identifies four possible sources of funding which are centralised (regulated) approaches, decentralised (market) approaches, input orientation and outcome orientation. He elaborates on each of these four. He likens input-based funding through higher education funding to negotiated funding which is done through the Ministry or funding council by carrying over what was not used in the previous year and based on this left over, the current budget is then determined. In the case of UNIBU and other state owned universities in Cameroon, it is an annual tradition that a budget is voted in the National Assembly for the Ministry of Higher Education. It is then disbursed to the various state-owned tertiary institutions when it reaches the Ministry.

Liefner (2003, p. 469) found that universities in America and Britain receive a majority of their funding resources from the public. The public in this case is not the state but private individuals, foundations and alumni. The case of Europe which still depend so much on the traditional funding method like Africa which mostly receives their funding from the state is not entirely different from particularly that of Cameroon and in the UNIBU as one of the state universities. Higher Education funding in Cameroon as Gioan (2008) indicates below is highly funded by the state and private individuals like the parents. This is the practicality of decentralisation of higher education funding which Jongbloed (2004) refers to. Considering the economic situation of most parents, they are unable to adequately fund the education of their children. If these funds do not get to the school coffers in time automatically the institutional administrative management, academic programming and planning will be disturbed.

Jongbloed (2004) views that since government funding is decided by politicians and the parliament, this is a move geared towards strategic and bureaucratic governance of higher education institutions in deciding what amount of grants, budget or allowance to be given to each of these institutions. This government financing gives the government a regulatory hand in the internal affairs of these higher education institutions.

Frølich, Schmidt, and Rosa, (2010, p. 17), in line with Jongbloed (2004) noticed a common characteristic in the funding systems of Norway, Denmark and Portugal, which is centralised and controlled by the government and outcome-oriented. That is program-oriented. These systems are highly subsidised by the state and this strategy gives it full

strength to come in to regulate when it wants by influencing the internal affairs of these higher education institutions. They are unanimous in that the aim of the government is to use “funding as a strategic instrument to realise national objectives”.

2.2.1 Advantages of negotiated funding

The pro for this type of funding is that there is a one to one discussion by the representative of the institution and that of the government. This can bring in trust and conviction. The representative of the institution can be able to persuade the government representative to submission. Since this type of budget is based on negotiation, the performance indicators of how the institution used the last budget will be reviewed. This also calls for transparency and accountability on the part of the institutions which has to target vital institutional projects which are visible and whose results are palpable.

2.2.2 Disadvantages of negotiated funding

The con of negotiated funding type is that a one to one discussion by the representative of the government and that of the institution may get too close to each other and this may influence the financial package. There is a common adage that familiarity breeds contempt. Getting too close to each other may be boring at times. Should there be some personal problems or resentments between the two parties which do not have anything to do with the negotiations at hand, they may favourably or unfavourably influence the package to be disbursed for the institution which the institutional representative stands for. The consequences will be huge on the institution because it will not be able to execute its management, programming and planning of its core functions effectively. The quality of work done may not be good as recommended.

With all these reasons given as disadvantaged to negotiated funding, this funding type may be used by the government to punish its political opponents who may be representing those institutions forgetting that it is the institution that will suffer and not the individuals representing the institution. By so doing, the effect will not only be felt at the institution but at the national level. Consequently, the institution does not have a certain degree of autonomy.

Jongbloed (2000, p. 18-19) believes that negotiated funding and input-based funding almost do not encourage institutions to be efficient or responsive to changing external demands while output-based and student-based funding are embodied with incentives for the institutions as they strive to match-up with the job market needs and those of the students. He also adds that student based funding promotes enter-institutional competition.

2.3 Input-Based Funding

Input-based funding in Jongbloed's (2000) conviction is determined by "measures of the cost of higher education" (p. 18). He shortlists these measures to be staff salaries, material requirements, building maintenance costs, investment etc. What is taken into consideration in the budget system is the human and the material resources.

The cost for the human resources category is calculated based on the number of students enrolled, on each staff member acquired and on each imperative material or infrastructure obtained. As earlier indicated above, this is not the case in Cameroon. A lump sum amount is disbursed as grant, allowance and budget. The shift in focus on higher education funding in Cameroon from educational processes to social expenditures is what needs to be tackled seriously. If the members of staff does not have good working environment, good salary and available working tools, they will not be able to deliver the goods and this will automatically have an impact on the graduates they produce. The resources are inadequate to cater for the basic needs of the staff and the students and for this reason, research and other academic processes and proper management are sacrificed at the expense of the shortage of these indispensable tools.

More so, the infrastructure is not increasing alongside the student population. The limited existing ones are not properly managed and are dilapidating. Most libraries and laboratories are ill-equipped with obsolete equipment or outdated books. These shortages are crucial and tend to affect the administrative management of the institution and the execution of core institutional functions.

2.3.1 Characteristics of input-based funding

Jongbloed (2004) also juxtaposes this government strategic model of funding with the market-oriented model of funding which the government promotes and regulates in that, whether it is the enrolments, degrees or programmes that are planned by the central administration or are planned by the institutions but approved by the central administration before it is implemented at these same institutions or whether these (enrolments, degrees or programmes) are decided by the clients in this case the students, private firms, research councils or foundations? Jongbloed insists that though it is market-driven, it is centrally controlled by the government.

Jongbloed (2004) also presents a system which has to do with demand driven input-based funding through clients. He proposed flexible vouchers to be disbursed by the providers to the Ministry of Education where the clients (students) can obtain and take to any institution of their choice as he earlier on indicated in Jongbloed (2000). He also insists that these institutions should be able to cash a voucher. In this light, the students will enrol in an outstanding institution in terms of quality of teachers, quality of programmes and will be demand- driven. He also prefers the government comes in to regulate this system. This goes also for student-based funding type and confirms how interrelated these funding types are.

2.3.2 Advantages of input-based funding

This funding type is advantageous in that the more an institution is providing quality education the more finances it will attract through tuition fees from enrolled students. This type can be like a clarion call on education providers to sit up and to be conscientious of their duties. It will enable institutions to design attractive programmes that are marketable and have an economic impact to the society.

2.3.3 Disadvantages of input-based funding

The negative part of this funding type is that some institutions may disrespect the required student recruitment criteria since they need high enrolment for more finances. Also, some institutions may not reduce the staff population even if the student population in a programme reduces. Some institutions may create new programmes which do not have an impact on the students' career and which do not have much to offer to the society. Some institutions may purchase some equipments and earmark projects which are not of priority at the time simply to please the sponsor. Some institutional authorities may inflate prices for goods to be purchased, may give fictitious bills or may swindle the funds. Enough transparency and accountability can be difficult to ensure with this funding type.

2.4 Output-Based Funding

In elucidating output-based funding, Jongbloed (2000) believes that this form of payment can be tagged as “payment by results”. In this light, it means that the amount of funding an institution attracts to itself, is determined by the number of graduates and post-graduates it produces and the amount of research it carries out. In a nutshell, academic

publications, staff intellectuality and dedication to publish, are much influential in determining the amount of finances its institution will carry.

2.4.1 Characteristics of output-based funding

Hauptman (2005) examines the characteristics of output-based funding, the advantages and the disadvantages of this funding model.

Hauptman is convinced that the performance-based funding is rewarding institutions for actual work done and not promised performance.

- That funding is linked to the quantity of outputs or the quality of outcomes rather than inputs,

- That it uses performance indicators that reflect public policy rather than institutional needs,

- That it helps in designing incentives for institutional improvement and not just maintain status quo.

Jongbloed (2004) also points out some characteristics of performance-based funding. He believes this funding type has to do with the number of successful students that an institution is able to produce. He brings in countries like Denmark and the Netherlands which have adopted this system of funding likewise the number of “freshmen” their state-owned institutions are able to enrol. The case of the Netherlands again differs a bit from that of Denmark in that there is an additional criterion in the number of Masters Degrees conferred which helps in determining the allocation of the funds.

Jongbloed (2004) projects “purpose-specific purchasing providers”. In this case, the fund providers go into an agreement with higher education institutions on the specific number of graduates they will provide for specific skills in the needs of their (fund providers) labour market. With this done, the two parties are bound by the terms of the contract and each of them is expected to work in achieving the terms of the contract.

2.4.2 Advantages of output-based funding

Hauptman explores the advantages of performance-based funding in relation to other more traditional financing mechanisms like negotiated funding model and input-based model

of funding. He believes the performance-based funding tends to be more transparent than many other financing mechanisms if performance indicators are publicly developed and readily available. He also portrays that this allows for greater linkage between funding and public policy objectives and encourages greater accountability in the expenditure of public funds by linking results to funding levels.

2.4.3 Disadvantages of output-based funding

Concerning the disadvantages in relation to other funding models, Hauptman is convinced that performance-based funding tends to be more flexible in its application and this model can lead to greater year-to-year variation if funding performance results vary. He also believes this model may discourage institutional diversity if many institutions collectively pursue similar incentives and that it is often linked to reduced institutional autonomy in the expenditure of public and private funds relative to other financing methods.

Jongbloed (2004, p. 9) also views that there could be a high administrative complexity and costs. For this reason government needs to come in to regulate and protect the subjects, individuals, quality and equity. He also sees that large variations in enrolment and funding may lead to under-utilisation of capital and insecurity in jobs for teachers. He is convinced that programmes with high cultural value but with small enrolments will be forced to close and also that if the vouchers are used to the full, they may lead to additional government expenditure. He wraps up by saying that “an ideal funding system does not exist. It all depends on the goals that policy-makers would like to achieve on behalf of the students and society”.

Frølich et al (2010) in investigating the funding systems of Norway, Denmark and Portugal postulate something which is not entirely different from Liefner (2003) and Jongbloed (2004). They are not also convinced on an ideal funding mechanism adopted by stakeholders. They say if it is not input-based, output-based, performance-based, and programme-based or otherwise, all is that the same strength and weaknesses will surface.

2.5 Student-Based Funding

Student-based funding can either be through loans or through an agreed sum that is paid privately by the students and their sponsors without any refund from the state or with subsidization from the state.

Jongbloed (2000) also gives an explanation for student-based funding which he views that vouchers are disbursed directly to the students and not through institutions by the government or private sources. The student cashes this voucher in the institution of their choice. In this regard, he is convinced that most institutions will strive for better quality in a vain to attract potential students and by so doing, inter-institutional competition will enhance reputational and financial gains on some of the best institutions and motivate the weak institutions to aspire to emerge as the best institutions.

Barr (2000) is of the opinion that governments should enhance a university loan scheme which will enhance access and quality. He believes that the students are from divergent backgrounds and the interest on these loans should not favour a certain class of students to the disfavour of others. He proposes that the interest rate levied on these loans should not be charged as exorbitant as that of the banks but should be reduced in order for the students to be encouraged to take the loan and in order for the government to recover a great sum of the money disbursed for this purpose.

Jongbloed (2000) in discussing these four systems is virtually in line with Mingat and Tan (1985) who also proposed a student loan scheme which they are convinced will be a driving force for the students to go for the right choices when it comes to choosing a study programme and that there will be a considerable degree of concentration and seriousness when the beneficiary (student) is the one to fund their education. They all agree that this funding type ensures efficiency and epitomises freedom of choice for the beneficiaries. There will be an “increase in private contribution to cost of education” and “greater opportunities for the lower income families and minorities” according to Jongbloed (2000, p. 10).

2.5.1 Advantages of student-based funding

Mingat and Tan (1985) are for the motion that state subsidies which are always increasing yearly for Higher Education should be slashed and shifted to Primary Education. They are also in vote for privately sponsored higher education through the student loan scheme. They believe this will promote efficiency, success and tickle the consciences of the students to be hyper-serious and to go for study options which are relevant to the needs of the society. They believe that the private rates of returns to the citizens which the state has given basic education to are invaluable as well as social rates of returns to the state.

Mingat and Tan (1985, p. 262) in their perspective view that illiteracy will be reduced; access and equity will be obtained in terms of equality of opportunities. They also argue strongly that it is obvious a higher education student is sure of a good private rate of return upon completion and with this loan obtained, they will be able to refund and in this way would have sponsored themselves. In their perspective, these students will behave like “investors” and not like “consumers”. There will be a lower rate in school drop-outs and repetition rates. Quality will then be obtained in this way. They are against the stipend and discourage it which is like a tradition in most French speaking African countries because to them, it cost the state much and these resources could be of importance in the Primary sector than in the Higher Education sector. It is a misdirected priority (Mingat and Tan, 1985, p. 260-261).

Rogers (1971) presents a funding type which has to do with higher education surtax which in his words could be either a percentage or an amount of their (beneficiary students) income each year of their working life. He prefers this plan as he supports it by saying that “the proportional burden is not greater at the beginning than at the end of the working life, in contrast to any fixed amount per year repayment system”. In addition, he thinks that it does not also have any consequences on low income earner because they “pay back the same percentage of his low earnings” as their counterparts who earn higher than they do (Rogers 1971, p.23).

Rogers supports the surtax system as he says that the graduates “do not know the future market of their given skill and there could be a loss or inability to find employment”. He is of the opinion that this system will not be affected by inflation. In line with (Mingat and Tan, 1985), he encourages that it is worthwhile to take all these risks because the private rates of return are enormous and extensive in the individual’s societal status and dignity.

2.5.2 Disadvantages of student-based funding

Even though Jongbloed (2004, p. 10) projects these funding systems to be ideal, he strikes the balance by bringing in the cons especially of the demand-driven type. In his opinion, this system will promote the inability of the clients (students) to assess information on the quality of education. He also believes the geographical factors may limit choices. In the researcher’s understanding, the researcher suggests it may have to do with institutions which are located further off from the residences of the clients (students) who may need to displace

and/or change their academic choice because of these hindrances. It could also have to do with disciplines which may not be offered in some institutions which some of these students may want to attain their studies. He is also convinced that over subscription to some programmes and not to others may lead to rationing mechanism. In this case, selection may favour high-income families. This will obviously have an adverse effect on the management and administration of academic planning and programming as some departments will have a large student population to manage than other. There may be shortages in lecture halls and new equipments like micro phones, speakers, and projectors will need to be provided for.

Tandberg (2010, p. 422) believes that the more voters turn out, the more accountable the officials and the more their interest (that of the electorates) will be looked into. He contends that market-based higher education funding is a tool the state uses to win its electorates in that inasmuch as the electorate wants the state to fund higher education, if these higher education institutions raise tuition fee which the electorate will complain since they are the ones bearing the burden, the state will come in to intervene in favour of the electorate and gain the support of the electorate even though the state relies on tuition and other sources of funding for public higher education which reduces state funding.

Given this situation of increase in fees, the state will reduce its budget allocation but at the same time blames the higher education institution authorities for fee increment which does this because of government's reduction in spending on higher education institutions (Tandberg, 2010, p. 426). There is high politics of interest at this point. This is a market-based governance strategy in the American higher education system. Tandberg (2010, p. 433) suggests that "politics appears to play a role in determining the share of state expenditures that are devoted to higher education" and that it is this same politics which determines issues on support depending on the state's economic situation, Medicaid, unemployment on the demography and in choosing its "priority" areas which can gain state support. Tandberg also introduces his 2009 work that claims that more liberal states give in financial endorsements in support of higher education.

2.6 Other Funding related issues

Woodhall (2007) is convinced that the issue of reform on higher education funding is universal. The story is not different from industrialised to semi-industrialised countries. There might be a gap in the availability of their resources but the challenge of how it should be

disbursed, which better tactic to use in order to obtain or sustain funding and which appropriate sources of funding can be targeted. She is aware that higher education funding which relies much on public funding acts as a burden to the state. She reiterates that, earlier on, the states provided subsidies for higher education students but was not able to shoulder the cost single handedly. At that time, higher education was an elitist commodity for those who were privileged to qualify for it.

Barr (2000) encourages a funding mechanism which is differentiated in terms of academic programmes, subjects and institutions because in his view, all academic institutions, programmes and subjects are not of the same calibre and the same attention need not be given to all. Like Jongbloed, he acknowledges that “In practice, the problem is too complex for that to be the sole mechanism. A mass system in an increasingly complex world needs a funding mechanism which allows institutions to charge differential prices to reflect their differential characteristics” (Barr, 2002, p. 3). Barr like others does not undermine the enormous private and social rates of returns.

Tandberg (2010) brings in the influences which organised interest groups have on state policies and decision making. He and other researchers believe that these “interest groups have a visible and powerful impact on establishing state policy outcomes and spending priorities” (Tandberg, 2010, p. 418). He quotes Thomas and Hrebienai (2004) to have had the conviction that higher education within American states had been legitimately considered as a type of interest group or groups which fight for a common interest to have influence in the sphere of the states. He upholds the opinion that voters have a role to play in influencing state spending on public higher education (Tandberg, 2010, p. 418).

Tandberg (2010) also suggests why professionalised legislatures favour higher education. He believes these categories of legislatures are more likely to be competitive. Secondly this category normally draws the attention of more educated members who “tend to be more sympathetic towards higher education and value it more highly”. Lastly, he projects the high level of analytical ability of these professionalised legislatures who will identify the benefits that are to come to their state should there be investment in this domain.

Inasmuch as Weiler (2000) appreciates this new found markets, he is critical about them in that they sponsor what is in their (firms, companies etc) interest and not in that of the institutions and questions the sustainability of the funds which may cause some instability in

institutional funding and budgetary allocations. He also raises the issue of consumers' (students) contribution in sponsoring their education but hints on the fact that it raises a strong debate on the socio-economic situation of some families and students. He still believes there is a way out for those who are of the motion against the introduction of fees. He sees the state as an indispensable player in this game in that whether the deal is between the institution and the private company, firm or foundation, the state policies help as a referee between these other two players in this game. That is between the institution and the market.

Frølich et al (2010) in discussing the influence of educational funding systems of higher education on the institution's strategies and core tasks in Denmark, Norway and Portugal, are highly convinced that "socio-economic restructuring, internationalisation and globalisation of education markets, together with the emergence of the knowledge-based society have influenced the governance, management, finances and general development of Higher Education Institutions" (Frølich et al, 2010, p. 19).

This is to suggest that even though these Higher Education Institutions operate within the confines of some independent and sovereign states, these institutions and the state are not cut off from the entire world. They indicate in their concluding remark that these institutions are tactical in the funding strategies they adopt which can be threatening to the core institutional tasks (Frølich et al, 2010, p. 19).

This suggest that some higher education institutions in Europe and elsewhere are smart enough to device strategies and not allow their core functions to be tampered with by the funding mechanisms. In that case, they adopt a protectionist tendency of not allowing these core functions to be destroyed by the persistent changing mechanisms. This has initially been predicted by Frølich et al (2010) by quoting Liefner (2003, p. 470) and Jongbloed and Koelman (2000) who share the opinion that "changes in funding systems will likely have a major impact on the behaviour of Higher Education Institutions as well as on their internal process of allocation" (Frølich et al 2010, p. 8).

Frølich et al (2010) see the state support in Norway, Denmark and Portugal as a strategic governance instrument which the state wants to use in order to maintain and obtain quality, efficiency and state control especially over state-owned universities. They are convinced the governance model is centralised (regulated). At the same time that "programme- oriented" is based on the number of students enrolled for a programme, the "supply-oriented/driven" is market-oriented. The government is usually aware of this type of

funding which favours the students who are to be consumed by the labour market through the type of programmes they do and researches they carry out on the one hand, and the companies and firms which sponsor these programmes for their gains. Even though it is market-oriented, governments usually ensure a level playground for these players through its regulations.

Lepori, Benninghoff, Jongbloed, Salerno, and Slipersaeter, (2005), in analysing the impact of changing sources of income on research in some selected European countries, bring to light the vitality of funds to Higher Education Institutions. They indicate that Higher Education Institutions which are solely sponsored by the state which can no longer bare the cost alone are looking for alternative sources of income to fund their research projects which are not usually obtained in time. By so doing their managerial and academic planning and programming of primary processes of teaching research and learning are distorted in the sense that things like assessments will be postponed, the time table may be changed, the academic plan for both staff and students will be tampered with and many other things will go wrong.

Lepori et al (2005, n. p.) quote Jongbloed (2004) to have had the view that the level of funding in an institution could be influenced in a dual way by the nature of that institution and by the internal organisation of that institution through the institution's research capabilities or disciplinary composition. These could be heralded by the institution's ability to fetch funds, to come up with new fields in research and the improvement of the quality of research it carries out. This suggest that if an institution is strategic enough to use its primary processes of teaching, research and learning in a wise way so much that the impact is felt by the society , it could attract funds for itself through these and may need to limit its lobby for funds from politicians.

UNESCO-UIS (2011) proposes numerous measures that Sub-Saharan African (SSA) countries can adopt in their national education policies to enhance educational financing. These groups suggest that each SSA country should have updated statistics on their financial execution because this will give a leeway for good planning for access, equity, quality and efficiency to be achieved. They encourage households and private sector to step up their assistance in financing education at all levels in order to relieve the state from over financial burden. They request an equitable distribution of funds for sustainable financing of education at the national level which will help in redressing funding policies at individual national level. They conclude by prescribing "evidence-based planning supported by regular use of education and finance data" (UNESCO-UIS 2011, p. 12).

2.7 Findings and Impressions

Finally, from the documents reviewed, it can be concluded that funding is an old-age issue and will last as long as the Higher Education Institutions do. The global changes in Higher Education funding models has shifted mainly from negotiated funding to output-based or student-based funding. These changes can be explained that there are many parties involved: the politicians, the academics and the market. The politicians trying to gain their favour from the electorate and want to render the institutions accountable for the financial package they receive. The academics think the state control is too weighty and that the interest of the institution is most important and the role it plays by supplying the state with well trained citizens is being undermined. The families and the students have the impression that they are being made to heavily bear the funding cost. All these sponsors strive for quality, accountability, efficiency, productivity and in some cases equity and access. Each with their own interest and trying to pull the blanket to their side.

There is a shift from state sponsor to societal sponsor through the beneficiaries (students) and their families in some cases and the involvement of the market through companies and firms. Most nations strive to adapt to funding models which are convenient to the sponsors be it the state, the families, companies/firms or beneficiary students. In some cases some beneficiaries choose the funding type that is convenient for them. The institutions suffer most because they are the ones who put to practice what ever funding model which has been chosen. The curriculum has to be re/designed in such a way that fits the needs of the sponsors and the beneficiaries. If a funding model does not meet the needs of the institutions, the institutional academic calendar will not be followed properly. Employment of the necessary staff (academic or not) needed will be hampered because are not sure of what they will get and may not be able to purchase the necessary didactic material in time or at all.

With all these examinations done on the funding models, their characteristics, advantages and disadvantages, opinions raised on funding systems, it can be concluded that there is no ideal funding model like Jongbloed wisely summarised. Funding models are interwoven but some do have advantages which are spectacular than others. Whatever the choice, it have economic, environmental and societal convenience for the sponsors and institutional managers. The international community, national actors, institutions, well-wishers, students and other partners should work in harmony in order to seek for lasting solutions to rescue the Higher Education sector.

Chapter three

Cameroon

Introduction

This chapter focus on sub-research question three and will examine the changes that are taking place in the funding models at the systems level and at the institutional level and the effects these changes have at the institutional level in the planning, programming and the administration of educational and administrative processes. It will also find out the level of financial management at the University of Buea [here after UNIBU] and UNIBU's relation with the periphery. As shown in the table below, the most prominent and reliable fund providers for public higher education in Cameroon are the state and household (Brossard and Foko, 2008) and (Gioan, 2008).

3.1 Short presentation of Cameroon

Ng'ethe, Subotzky, and Afeti, (2007) allude to Cameroon from a geographical and academic perspective by first of all presenting a summary of Cameroon's national population which stands at 16.322.000. Its land mass is 475.445 square kilometres and the student population stands at 526 graduates per 100.000 tertiary graduates and a gross tertiary enrolment ratio of 4.2%. They indicate that there are six state universities and two private universities. Public university enrolment is said to be 85.790 and public polytechnics and professional institution are 11 in number while private polytechnics and professional institutions are 10 in number. No statistics have been given on the enrolments in private institutions. The National oversight body is the Council of Higher Education and scientific research, created in 1974. The National quality assurance agency and a National Commission on private Higher Education was founded in 1991. They indicate that there is no National Qualifications Framework but that there is a comprehensive legislation of 1992/93 fiscal year (Ng'ethe et al 2007, p. 55).

These authors also present to us a tenable historical background of Cameroon's colonial history. According to them, Cameroon was primarily colonised by the Germans who due to the German's loss of the First World War in 1918, Cameroon was handed as mandated a territory to France and Britain by the League of Nations. France and Britain then partitioned

Cameroon where France was in rule of 80% of the territory and Britain only 20%. This gave the platform for the French and the English language to be adopted as official languages in Cameroon. As a consequence of their introduction of their educational systems, Cameroon is then caught up in the web of two different educational systems.

They differentiate three types of tertiary institutions in the Cameroonian Higher Education Sector. These are “universities, specialised research and career-focused training institutes and schools, and advanced professional schools or “grandes ecoles” (Ng’ethe et al 2007, p. 56). They also trace the emergence of Higher Education in Cameroon to have started in 1961. Like Njeuma, Endeley, Mbuntum, Lyonga, Nkweteyim, Musenja, and Ekange, (1999), who are convinced that Cameroon’s Higher Education System started in 1961 with the creation of the National Institute for University Studies or Institut National d’Etudes Universitaires which later became the Federal University of Cameroon and in 1967 became the University of Yaounde. They believed that the 1993 University Reforms in Cameroon gave birth to the differentiation and diversification of institutions and for programmes in the Cameroon’s Higher Education System.

The University Education in Cameroon as highlighted by Ng’ethe et al (2007, p. 58) is divided into three cycles. The first cycle comprises of a three-year (licence) bachelors degree, the second cycle comprises of a one to two-year maitrise (master’s degree or postgraduate diploma) while the third cycle compromises of a three to five-year doctorat (doctorate degree).

They indicate that even though the public universities in Cameroon enjoy a considerable autonomy in their academic and teaching activities, the higher education system is heavily controlled by the state. They re-iterate the fact that the state funding of higher education institutions have been in a decline since 1991 as they quote (Njeuma, 2003). Ng’ethe et al (2007, p. 60) agree there is a correlation between inadequate funding of Cameroon’s Higher Education System and a shortage of physical infrastructure and poor academic facilities.

The conditions for higher education funding in Cameroon differ from private (lay and denominational), to public. According to the presidential decree no 93/032 of 19 January 1993, universities would have their funds from state subventions and /or taxes, school fees, university resources, donors and aids, loans and other diverse resources. It specifies that this will be used according to the intention of the donors. Even though private and public higher

educations are captured in this text, there are some specific regulations which stipulate that private schools can fix their fees depending on the programmes the benefactors are taking in this case the students. All these higher education institutions are under the supervision and control of the state. The control especially for the private sector is most often poor and not strict. There is a standard fee of 50,000 FRS (equivalence of Nok 625) for public universities and school/colleges.

The policy framework of higher education funding in Cameroon is very attractive in the sense that at the surface level it seems like financial autonomy has been entirely given to public higher institutions meanwhile the autonomy for its applicability is not entirely there. The applicability is constraint by the political set-up. This hinders the efforts of the funding models carved at the institutional level base on this policy because of too much government interference and regulation for political reasons. The fact that the government has designed a text allowing higher education institutions to fetch for funds for themselves and yet does not allow these institutions to rightly hunt for funds as stipulated by this decree is a big setback to public higher education institutions in Cameroon. These institutions are rendered almost helpless as their efforts are constantly frustrated by government intrusion. One might argue that these institutions could exploit other funding options which this text has given right to yet this is still a fallacy because the government will always come in to interfere. Other funding models apart from negotiated funding in the case of Cameroon are not easy to apply because the government in a vain to protect its interest is at the same time frustrating the efforts of the institutions. This notwithstanding, the institution could put in more effort to its core functions and sell itself through it. Other funding models will indirectly be embedded in it as more students will be attracted to its programmes, more companies, more investors and more sympathisers will come in to assist in funding their projects.

The education department in Cameroon usually receives the lion share of the nation's budget which is usually not enough. Many Cameroonian scholars have been pre-occupied with higher education funding in Cameroon but they usually mention it in passing and in general terms. The researcher has not succeeded in laying hands on a study in line with this research area. An analysis of a particular institution's funding has not been done as to what their sources of income are, what they are used for and so on. The case in Cameroon from the early 60s to 1993 before the University Reforms as highlighted by Njeuma et al (1999) was not different.

As earlier on indicated, the University of Yaounde was the lone state university in the early 60s whose students enjoyed the privileges of stipends, subsidies and no fee paying. By 1993, because of the growing student population which was not commensurate to the resources, staff population and infrastructure among other things, the state could no longer bare the cost of giving out subsidies and tolerating no fee paying to this increasing student population. The symbolic registration fee of 50,000 FRS CFA almost equivalent to Nok 625 or to \$100 USD was then introduced. By then, the University of Yaounde had moved from an elitist core to a mass core which is still the case today.

At the same time, the state had to work on the decentralisation of the University of Yaounde by creating other state universities in other regions of the country. Upon decentralisation, the state then deemed it necessary to create an enabling environment for universities to acquire funding other than the state through the Presidential decree of 1993 which gave the right to universities to fetch for funds through other means other than the state like tuition fees, university resources in this light intellectual and academic publications, gifts, loans, borrowing and other diverse sources (Tchwenté et al, 2003, p. 75).

This text which describes the budgetary structure of universities in Cameroon is still the text of application nowadays. It is all left to each university to use all the available means at its disposal to raise funds for its institution in respect of state policy and framework. In this case, it is the survival of the fittest that takes precedence. The smarter an institution is in creating partnerships with the business world and other financially viable institutions, or going into bilateral agreements and being creative in research, the more advantageous this will be to that institution because it will obviously generate more funds to itself. As a result, the institution will be able to focus on its managerial and educational processes.

3.2 Positioning of the Cameroon system

The University of Buea (UNIBU) has played a leading role in fulfilling these missions. For this reason, as one of Cameroon's public Universities, it has been chosen to serve as a source of tool to measure how these theories and practices operate at the institutional level. Attention needs to be given to UNIBU funding for the role it plays on academic, administrative, socio-economic, political and environmental issues. UNIBU was born out of the 1993 University reforms in Cameroon. Initially, there existed a Buea University Centre for languages, translation/interpretation, and the arts which was created in 1977 during the

university reforms of this same year, as a result of the growing student population in the University of Yaounde. It is on the base of this Buea University Centre that the University of Buea saw the light of day as this centre was transformed during the 1993 University reforms, to a full-fledged university (Njeuma et al, 1999, p. 5, 8). It has and is still producing many useful graduates who are making a name in the media and elsewhere.

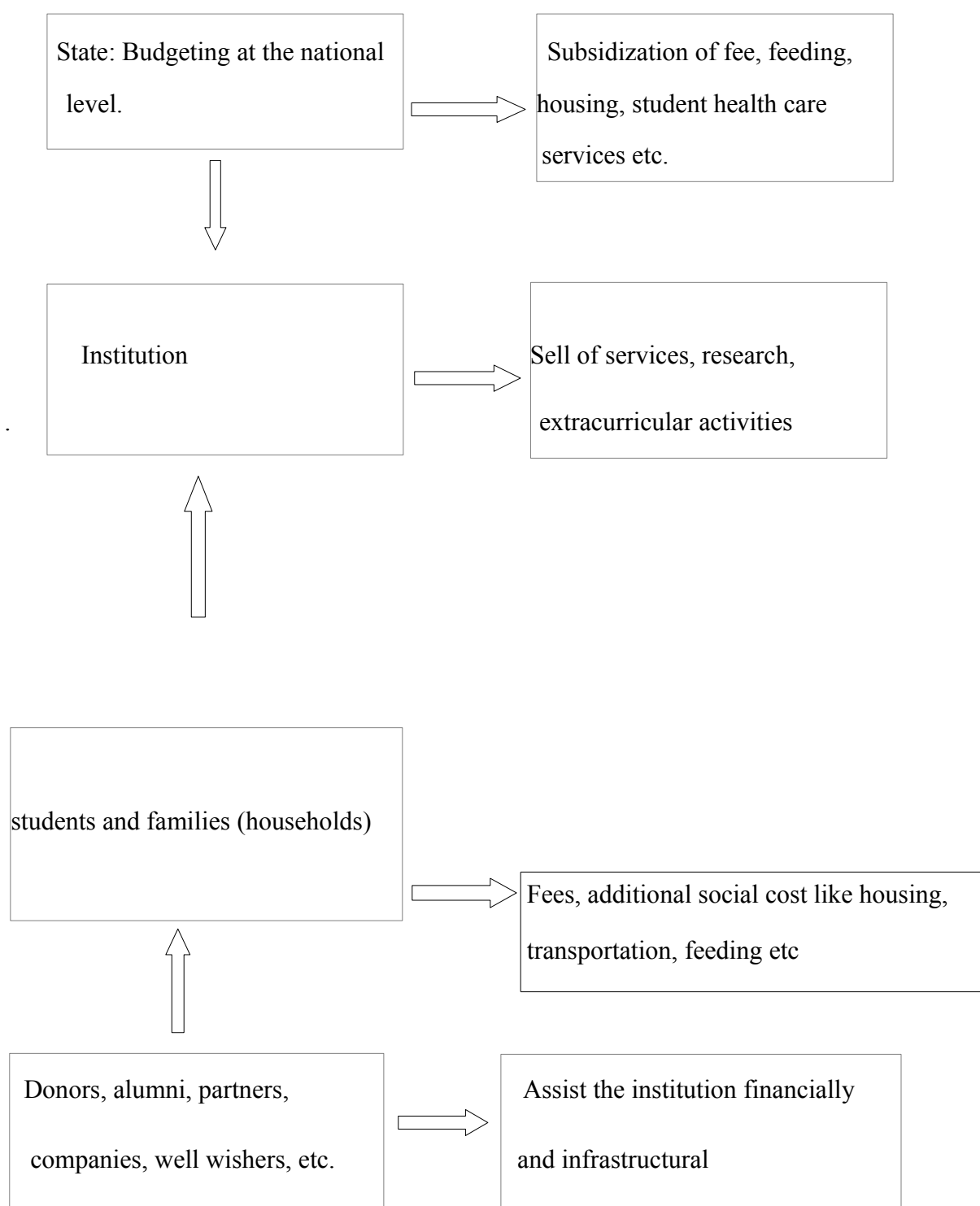
According to www.ubuea.net/index, “the University of Buea is located in the historic town of Buea, former capital of the German Kamerun, former capital of the federated State of West Cameroon and now the provincial capital of the South West Region of Cameroon. Although the University draws its students mainly from the English-speaking part of Cameroon, it also serves the other provinces of the country”. This same source which was lastly updated on the 19th of April 2010 depicts that the university is made up of five faculties which comprise of Arts, Education, Health sciences, sciences, social and management sciences; and one professional school, the Advanced School of Translators and Interpreters (ASTI). The student population stood at over 12,000 at the time the webpage was updated.

The pronouncement of the University of Buea’s mission is indicated on this webpage which says that it is bent on promoting quality education and research in a conducive environment, which is relevant to the market demands. It is also committed in promoting excellence, creative and independent thinking and moral values which are useful to the local community and to the international community. Burton Clark (1983) believes that universities are responsible for the creation, conservation and generation of new knowledge. They equally have the moral role to train useful and responsible citizens who will be of economic, political, social and ethical importance to the community. This epitomises the consciousness of the university in its role to invoke a positive change in the lives of the students and its compatriots.

In this regard, it is important to find out how the funding system is designed to suit the achievement of quality and efficiency among other things. With all these combined, this gives reason for this research piece to indulge in finding out the vitality of funding to an academic institution of such high standing and how it shapes the administrative activities and primary processes of this institution. This research result should act as an impetus to policy makers when designing institutional policies that are linked to finances to enable the achievement of set institutional goals.

The Cameroonian public institutions of higher education rely heavily on the state for funding even though decree N0 93/032 of 19 January 1993 gives allowances for other funding sources to universities. As earlier on indicated above, the Ministry of Higher Education earlier on received the lion share of the GDP but in 2011 the government decided to reduce its spending. Higher education funding in Cameroon is not so much a priority to the government. Its importance is not so much noticed. The government encourages access and equity to all especially in the public universities but minimises quality and efficiency. This explains the insignificant fee that is paid in spite of the liberalisation of higher education funding in Cameroon. There has been an on going debate on whether fees should be increased for public higher education. This can be interpreted as a measure to quail down any planned uprising because of fee increment in order to ensure political stability. The available funds are insufficient yet they are reduced by the government and no fee is increased which could ensure a better quality for managerial and educational processes. Subsidies were dropped because the government had other priority areas and fee paying was introduced and some governments increased the fee in cases where the payment already existed.

Table 1: Funding sources for Higher Education Institutions in Cameroon



Source: The author.

3.3 Higher Education Funding in Cameroon

Law No 005 of 16 April 2001 stipulates the orientation of Higher Education in Cameroon. This law defines higher education, authorises the operation of public and private higher education in Cameroon in conformity with the law. There are the lay private higher and denominational higher education institutions. This law states the entry requirement to these institutions and the role of these institutions of higher learning to the society. These are the promotion of academic and scientific activities, cultural activities, professional activities and ethnical activities. Higher Education in Cameroon is organised in professional, vocational and academic institutions. Universities englobe all these categories. This is because of the professional schools and colleges that are attached to these universities. What is important is that most of these are post high school institutions with characteristics which categorise them under higher education.

Table 2: Funding models in Cameroon's Higher Education system

	Negotiated funding	Input-based funding	Output-based funding	Student-based funding
Actors	The state and the institution	The state, the institution and the students	Firms, donors, partners, alumni, companies, well wishers etc and the institution	The state, the students and the families (households)
Governance	Bureaucratic and strategic	Strategic	Strategic	Strategic
% of contribution before the University Reforms of 1993	90%	—	3%	7%
% of contribution after the University Reforms of 1993	70%		10%	20%

Source: The author.

Based on the discussions and the recent changes in funding of Higher Education in Cameroon, one can develop some assumptions as to how UNIBU would be affected by the existing funding scheme. Regarding the management of UNIBU, one would expect that it will be affected by the dominant negotiated funding model at the state level because the state does

not take into consideration what is being prioritised at the institution. Besides, the state retains control and the power to appoint top institutional authorities who pay allegiance to their appointers and are solely answerable to them. In the year 2000, the trade union “Syndicat des Enseignants du Supérieur” (SYNES) in English “Syndicate of Higher Education Teachers”, organised a strike. During that strike, some three UNIBU assistant lecturers were dismissed by Njeuma on pretence for not publishing but the main reason was for them joining the strike after prior warning. Njeuma who doubled as member of the Political Bureau of the ruling CPDM party and Vice-Chancellor of UNIBU had made fruitless attempts to quail down their participation in the strike action. Though after the intervention of the union representatives, the Minister of Higher Education re-recruited them but sent them to the Douala University (Konings, 2004, p. 9)

Regarding the recruitment of students, one would expect that the University like UNIBU would be affected by the funding models at the state level. Law no 005 of 16 April 2001 on the orientation of higher education, chapter 3 Article 11 stipulates that any Cameroonian of either sex who qualifies for the admission requirements for higher education should not be denied access based on sex, religion, linguistic, geographical origin, age or culture. The state policy recommends that the student who qualifies for the University by succeeding in the General certificate of Education for the Anglophones or in Baccalaureate for the Francophones should not be denied admission based on the issues enumerated above (Tchwente et al, 2003, p. 21). UNIBU is still not able to apply its institutional selection criteria to the fullest because the state has gone into international conventions and agreements which favour education for all without making mention of the selection criteria. For this reason, the proper screening is not done and since the quality of students selected is not really assured, the final product will not be well qualified for job market competition and may not be imbued with the recommended skills for the job market. The effects will be negatively outstanding and long lasting at the institutional level in the sense that their institution will be wrongly represented by these graduates.

As regards the organisation of study programmes, one would obviously expect that the University’s programming and planning would be affected by these funding models. The negotiated funding model which is superior and surest for Cameroon’s Higher Education system has an adverse effect on the institutional programming and planning of managerial and educational processes because the institution is not certain about the amount of money it will

get. The output-based model of funding is not also a guarantee source for their funds because they do not know how much they will actually get from donors, alumni, companies, sympathisers etc. The student-based funding is almost inactive as the students barely contribute only the meagre nationally agreed registration fee of about USD \$100 or approximately NOK 625 even though they contribute enormously to social aspects. They could be sure of direct funds from input-based funding in the number of students who register in the University but the sum is far from being enough to make a change or a proper arrangement for managerial and programming or planning for educational processes. Since the institution depends heavily on the state for funding, the institutional authorities will continuously pay allegiance to the state than to the institution.

These institutional representatives are first of all appointed by the Presidential or Ministerial decree. These appointments which come from political quarters compel the appointees to militant in party politics. So much that during political campaigns be it for municipal, parliamentary or Presidential elections which involve the ruling party will require that these institutional representatives go down to their constituencies to campaign for the party which appointed them. By so doing, the internal processes of the institution will be affected because, classes will not be officially suspended but hardly will there be a smooth running of academic affairs. More so, administrative duties will be piled since it is a system whose leaders hardly delegate powers. Almost everything will be at a standstill.

Konings (2004) views that funds for political campaigns are provided at the expense of sponsoring academic conferences. There is also that syndrome of inertia, unconsciousness, laxity, inefficiency and to an extent power drunkenness. These senior administrators use their power to settle personal squabbles with junior colleagues as punitive transfers may be suggested in the disfavour of these junior colleagues. Nyamnjoh (1999, p. 7) summarised this thus:

The system has little regard for virtue and meritocracy, and proves to have more room for loyal mediocrity than critical excellence. It thrives on appearances and not on substance, making subservient mediocrities feel more important than real achievers, hence the omnipresence of: "Savez-vous a qui vous avez affaire?" A second- or third-rate academic, for

example, who provides the regime with the conceptual rhetoric it needs to justify its excesses and highhandedness, is more likely to be promoted to professor (with or without publications) and made dean, vice chancellor or even minister, and to accumulate portfolios, than his more productive but critical counterpart who is denied promotion and recognition, for being a genuine intellectual.

These appointed leaders do not often know if the next appointments will favour them so they tend to swindle the institutional funds for their personal gains. Since they are only accountable to the person who appointed them, if they are not called to book, the institutional funds end up in ruins because they are the authorities at the institutional level and are only accountable to themselves and to the authorities which appointed them (adapted from Leinyuy Loveline Linyuy's assignment on HEM 4100- submitted on 04-10-2010).

3.4 Strength and Weaknesses

Cameroon's public higher education funding system depends so much on negotiated funding. For this reason two main studies are referred to in this section to analyse and explain this findings: Brossard and Foko (2008) and by Gioan (2008).

Gioan (2008, p. 4) believes that higher education institutions in Francophone Africa (Cameroon inclusive) especially universities do not have any real financial autonomy but have administrative autonomy because of their status as public institutions even though he terms this "mock autonomy". He says that more than 90% of resources for the institutions come from the state which is the administrative supervisory body in charge of control. In this regard they (HEIs in Francophone Africa) are highly dependent on the "policy decisions" when it comes to enrolment of new students, employment of new staff and operating and investment budgets. He envisages that the said autonomy is not practical and develops their policies within the limited resources as given by the state. Consequently, budgetary policy decisions based on "appropriate quantitative and qualitative parameters (number of students, research programs, qualitative objectives etc)" are very difficult for administrative and financial supervisory bodies to take. He views that funds are usually allocated to higher education institutions based on the percentage of what was allocated in the preceding year's budget without taking into consideration the exact amount the institution actually needs. The influence which the institutional head has in regards to decision and his capability to negotiate with the administrative authorities come to play in the amount that institution gets .This is so

discouraging because no proper policy is followed for the disbursement of funds and this can lead to improper accountability.

This is typical of Cameroon as this explains exactly how negotiated budget results in the allocation of funds as a lump sum after a strong budget defence in the National Assembly by the representative of the Ministry of Higher Education and the parliament which is accompanied by its own constraints. When money is allocated irrespective of the real cost, then this means there is neglect for vital institutional priorities and no proper check is done by the state to know what exactly it is funding. In a normal situation, the state should equally have an anticipated amount before the institutional representatives present their prospective amount to them.

The famous 1993 University Reforms in Cameroon had to be accompanied not only by financial autonomy but by managerial and personnel resource autonomy. The said autonomy is not evident because the top administrators of the University like the Rector, Vice chancellor up to the Dean is appointed by the government. It is equally the source of the university organisational calendar. Contrary to the autonomy which it claim to give to these institutions (Njeuma et al 1999, p. 14). University administrators should be appointed or voted into office by the University administrative and teaching staff. When appointed by political figures, they will mostly work for the interest of these political figures and not for the respect of the institution to which they have been called to serve. According to Gioan (2008), about 90% of public higher education funding, especially that of universities in Cameroon come from the state. In no way will this enhance institutional autonomy. When politics pry into academic affairs, the result will obviously be that the representatives of the academic institutions will be powerless to raise a finger against fund provider even if all is not right.

The state uses funding as an instrument for the achievement of its political goals and funding tends to be bureaucratic than strategic. Strategic use of funds is more at the institutional level in the way research funds are distributed at the departmental level and to individual meritorious staff members and bureaucratic at the way funds are distributed at the systems level. The way funds are distributed at the systems level has a very negative impact on teaching research and learning in Cameroon's higher education institutions especially because if enrolment were to be taken into consideration when disbursing funds, research programs, tangible and non-tangible substances, and strategic goals like primary processes will be obtained. This mode of funding is not quite encourageable because if the representative of the University is at logger heads with the Minister or with the representative

of the Ministry there will be reluctance in the approval of the required institutional budget and this will have a long standing effect on the institutional planning and processes. Constraints of personal squabbles and allegiances to be paid to these political figures may take precedence over academic arrangements. At times the meagre funds do not come in time.

Some indicators of output-based funding are applicable in Cameroon in state's use of funds for strategic reasons. An individual member of staff has allowances from the central administration per the student they supervise at the post-graduate level and may have additional sums in case they (staff) publish. These allowances are not part of their salaries but act as incentives. In this way, the teachers are motivated to work seriously and to carry out research. Not only do the publications attract money, they also attract academic titles like lecturer, senior lecturer, associate professor etc. Concerning the encouragement sum given by the state to the students, the formula for this is not respected. These incentives act as a boast to these staff and as a visible output achievement which may systematically enhance the management of administrative affairs and academic programming and planning at the unit level.

In 2010, the state gave the sum of 50,000frs CFA equivalence of US \$100 to all the students in the Teachers Training Colleges, Polytechnics and to post-graduate students without putting any criteria in place like merits or whatever. This is a state strategy to win the support of these learned men and women. The public interpreted it as a political move in preparation for the 2011 Presidential elections. In mid 2011, names of some University students were short-listed not because of their striking academic performance to benefit from the same sum but they did not benefit from it and this was before the elections and was also interpreted as a move to blindfold these mass number of students into voting for the incumbent President. This is to suggest that policies should be well defined and implemented in line with who qualifies for the largess of the state and scarce resources should not be squandered for political gains. In this case, the use of funds is abused by bureaucrats for personal interest at the expense of academic management and academic processes.

3.5 Institutional fund search and management

Law no 93/032 of January 1993 which authorises universities in Cameroon to fetch for resources from alternative sources other than the state, is clear on the fact that universities in Cameroon cannot only depend on the state for funding. That is why the UNIBU is strategic

in its approach to search for funds by going into negotiations, partnerships and cooperation with internal and external partners. Even though these funds do not come in time which distorts academic management, programming and planning, they may at least help in a way when effectively put to use. Thus it helps to project the name of this institution at the national and international arena. It is their strategy to become not only a nationally known institution but to become a world class university in research, teaching and learning, and outreach. For this university to achieve these, it needs a strong management and a strong academic backup.

Njeuma et al (1999, p. 16) are pre-occupied with the state funds for the University that were affected by the crisis in the late 80s. Their concern is on the universities and their funding and whether or not it is affected by the presence or lack of funds because of state reduction. They are worried that had it been the University was not funded solely by the state, it could have taken a different twist. Mention is not made of the funding mechanisms of a particular institution. They deplore the fact that funds are not disbursed in accordance to the student intake and exemplify with the case of UNIBU. The student population in UNIBU in 1992/1993 academic year was 768 and in 1997/1998 was 47,046 but the state subsidies only doubled meaning from approximately 350,000,000CFA (about 827,863USD) to 700,000,000 CFA (about 1,655,798 USD). These statistics reveal that the amount of money per student of \$1000 prescribed per academic year for a University student by the World Bank dropped by 37% amounting to only 183.000 CFA (about 366 USD), (Njeuma et al 1999, p. 15). They also highlight the fact that donor support to improve the quality of teaching, assure staff development, encourage research and infrastructure has been vital and palpable for some university institutions especially for UNIBU. UNIBU received a grant from the French Co-operation Mission which assisted in the construction of the central and east wings of the University Library. The EEC (European Economic Corporation, the Atomic Energy Agency, the Swedish International programme in Chemical Sciences and others. They short-list a string of universities like that of Douala, Ngaoundere, Dschang and Yaounde 1 which benefited from the Francophonie for their development while the Canadian Government is involved in promoting educational programmes on distance learning with the University of Dschang (Njeuma et al, 1999, p. 16). It is evident that UNIBU is determined to go an extra mile in search for funds for its academic and managerial processes.

3.5.1 Institutional strategies and fund management

Njeuma et al (1999) and Ngwana (2003) highlighted the calamity which befell Cameroonian universities after the 1993 University Reforms as a result of the fact that the state was the lone sponsor of public universities. This greatly indicates how academic management and planning of primary processes of teaching, learning and research can be hindered by funds.

This applies directly to the site under study which has a research council which handles issues concerning research and researchers, research policy, management and guides. It has five strategic Faculties. These faculties are Faculty of Education, Faculty of Arts, Faculty of Social and Management Sciences, the Faculty of Health Science and Faculty of Sciences. The University of Buea Research Policy and Management Guide (2007-2012, p. 2) aims to create a research fund and to search for means of sustaining it to gradually increase their research funding up to 15% of the total budget by 2012; to develop strategies to improve on private sector funding of UNIBU research to not less than 30% of the total research budget over the five years the UNIBU research policy and management guide was written; and finally to put in place guidelines for measurement of research output.

The vice chancellor of Buea in an opening statement in the Foreword of “The University of Buea Research Policy and Management Guide 2007-2012” , notifies that the University of Buea is not different from other state universities as it depends heavily on state funding. He also indicates that “the economic difficulties in the recent years have actively affected research budget for the 2007 fiscal year that hardly represented one per cent of the total” (Research Management and Policy Guide 2007-2012, p. v). The vice chancellor goes further to say that: “conscious of the mission and vision, the University of Buea has set out to find sustainable ways of increasing its budget. One option which it has chosen is to engage in relevant high-quality research which can be funded by the private sector and industry” (ibid, p. v). The vice chancellor of UNIBU is worried by the fact that the insufficient funds for UNIBU from the state are far less sufficient and are hampering the achievement of its vision and mission. In order to achieve these visions and mission, UNIBU in accordance to Cameroon’s Law of higher education funding which gives the right for higher education institutions to generate their funds through other means apart from the state budget, has decided to open up to the private sector and to the industry to enable UNIBU to carry on its research activities in a near hitch-free manner.

The Deputy Vice Chancellor i/c Research, Cooperation and Relations with the Business World; Professor Victor Julius Ngoh in defining Research in this same publication, makes a strong statement about funding when he says: “ Research requires funding and the motivation for funding research can be understood from a quotation from the National Science Foundation of the USA: “No single factor is more important to the intellectual and economic progress of society, and to the enhanced well-being of its citizens than the continuous acquisition of knowledge” (ibid, p. vi). This implies that though there are many important factors which contribute to the intellectual and economic progress of the society which help in improving the livelihood of its citizens, the continuous acquisition of new knowledge is the most prevalent. This new knowledge which is so resourceful to mankind is undoubtedly irreplaceable and can only be gotten from new research. This in a way gives reason for useful research which is geared towards the upliftment of human standard of life and needs to be reasonably funded. But UNIBU is far from achieving these goals because it is stiffened by the shortage of funds.

The Deputy Vice Chancellor i/c Research, Cooperation and Relations with the Business World short-lists the triple mission of UNIBU which are “teaching, research and outreach” (ibid, p. vii). He goes further to say that: “The New Higher Education Governance Policy in Cameroon prescribes relevance of teaching and research, as well as partnership between the University, its community and industry. The policy also envisages a University that is able to generate most of the income required to fund its activities” (ibid, p.vii). This explains why UNIBU is going into partnership with Third World Academy of Sciences (TWAS), World Health Organisation (WHO), Malaria Medicines Venture (MMV), US Navy which is sponsoring the imaging infectious diseases and a lot more (Interview-UNIBU administrator : 06-01-2012).

The DVC proceeds to the aspect of quality where he emphasises the idea that the research endeavour which is capable of identifying the needs of the community and industry is imbued with the qualities of directly or indirectly contributing to income generation. In his view, this research requires critical resources like “expertise, funding, infrastructure and an enabling policy and administrative/management environment”. All these have been looked into, to find out if the funders of the UNIBU have other models different from those they outline, what they are and what they target.

UNIBU in allying especially with these foreign agencies has adopted a strategic approach to build a strong institutional profile and image at the national and international arena. For UNIBU to fulfil its vision of becoming a world class university, it needs these and a lot more. State research grants and allowances are given in accordance with the legislature and all state universities benefit from it. These state research grants go to the coffers of UNIBU as research grants and are a part of the university budget from the state. Before these grants are disbursed, the “Universities usually make their budget depending on their needs and present them to the Government. It is the duty of each university to assess the needs of its various faculties and to allocate the grant accordingly”. The interviewees all deplored the fact that these funds are never sufficient and this hampers their academic and managerial programmes. 10% of the funding UNIBU researchers/lecturers receive from donors goes to the university account which lodges this money (Interview-UNIBU administrators, January 2012).

Grants by the government to UNIBU and other state universities are given based on legislature and that all state universities benefit from these research allowances. Also research grants are part of the budget the University receives from the state while research allowances are paid by the Ministry of Higher Education directly to the lecturers. 10% gain goes to the UNIBU coffers from donors to individual university researchers. UNIBU has a quarterly report to submit to the state on research grants and budget execution. Research budget is allocated at the institutional level where “researchers submit research projects to their respective faculties which are scrutinised based on stated criteria. Projects which meet these criteria are funded directly by the faculties” (Interview-UNIBU lecturer, January 2012).

The complaint the researcher got from one of the interviewee on 05-01-2012 was that if the research grants and allowances disbursed by the government could come in time, the UNIBU could know how it will implement most of the things in its plan and programme. This means that the untimely disbursement of funds is an impediment to the academic and management planning in UNIBU. UNIBU is so strategic in its operations and is conscious of its mission and vision even though the late arrival of funds affects and distorts its planning. The same applies for external funds from donors, student tuition and other extracurricular activities which generate some finances for this prestigious institution. The students’ fees do not come in all at once. The UNIBU is not sure of which funding agencies will come in and how much will be obtained from them. It is same for extracurricular activities and student tuition because it also depends so much on the enrolment. Some students get admission and

drop-out later without having paid fees while some pay part and drop-out without completing the remaining instalment. This is so frustrating because these students usually must have occupied places for other students who could have got admission to the institution. These hamper academic planning and the administration of their core functions.

UNIBU's internal funders apart from the state, fund on competitive-base, research-base and endorsement-base. All external funding that UNIBU receives is competitive-based. The national company Geovic and other mining companies which are situated in the East Region of Cameroon carried out a research with the Department of Geology of the UNIBU in one village in the North West Region of Cameroon and discovered bauxite. This mineral is tapped at present and it has changed the lives of most locals and will go a long way to have a national impact and not only impact the lives of the indigenes, confirming one of the missions of UNIBU on outreach. This scheme was competitive-based where tenders had to come in from other universities but UNIBU won the bid.

You know these things don't come easily like that. It undergoes serious scrutiny. Will you want to spend your money on something you know will not be beneficial? These companies are business enterprises which think of money, their publicity and the benefits. This is an investment in a sense. They make sure that they go for the best since they need proper results and go for the best through competition. UNIBU then won the bid which involved other national Universities. It brought us additional pride. (Interview- UNIBU lecturer, January 2012).

This mining company funded this project and its success has made UNIBU more outstanding and prominent .

State funding of universities in Cameroon is based on legislature. Be it grants or research allowance. These research grants are a part of the budget while research allowances are paid by the Ministry of Higher Education directly to the lecturers. The UNIBU has to furnish the state with a quarterly report on research grants and budget execution. For a researcher's project to qualify for UNIBU funding, the researcher has to submit a research project to their respective faculties which are scrutinised based on stated criteria. Projects which meet these criteria are funded by the faculties. Should a UNIBU lecturer/researcher

benefit individually from a donor grant, they are expected to hand in 10% of what they get to UNIBU because UNIBU lodges the account where the money is kept. Universities on their part usually make their budgets depending on their needs and present to the Government to benefit from the state funds. For this reason, it is the duty of each university to assess the needs of various faculties and allocate the grant accordingly.

Grants by the government to UNIBU and other state institutions is based on legislature. All state Universities benefit from these research allowances. Yes, research grants are a part of the budget while allowances are paid by the Ministry of higher education directly to the lecturers. Yes, there is a quarterly report on research grants and budget execution. Researchers submit research projects to their respective faculties which are scrutinised based on stated criteria. Projects which meet these criteria are funded by the faculties. 10% is given from donor grants (Interview-UNIBU administrator/lecturer, January 2012).

In the case of UNIBU with its multiple sources of funding, the government of Cameroon in conformity with the legislation gives the budget and research grants and allowances to UNIBU through the Ministry of Higher Education. It is the responsibility of the state to fund education and this is known to the students and to the local community at large but the intention of the state is well known by politicians and administrators. In a nutshell, the system of funding introduced, adopted and implemented by the state in UNIBU does not directly convey the funding intentions of the state be it to the students who do the programmes or in the programmes which are all intended for the benefit of both the students in their private rates of returns or to the institution in making its worth known to the society which will benefit from the social returns and in a way that same institution will be directly or indirectly advertised.

This may help in its ranking, in giving additional value of quality, in attracting public and private funding through its programmes and graduates they produce, in providing skilled citizens for the awaiting labour market and in promoting the intellectuality of the citizens. By so doing it will also directly rekindle the moral and cultural values, reduce crime wave and generate high taxes.

3.5.2 Institutional internal allocation of funds

According to the UNIBU 2010 Annual Report: Assessment of the Strategic Plan: Governance and Infrastructure, the 2010 budget of the University of Buea was estimated at 6,714,264,000 (six billion seven hundred and fourteen million, two hundred and sixty four thousand francs). This amount is broken down as follows:

Table 8: Summary of Administrative Accounts

No	Type	Amount
1	Recurrent Budget	5,944,264,000 F
2	Investment Budget	942,000,000 F
3	External Grants	330,000,000 F
	Total	6,714,264,000F

As at 30 June 2010, the University had received the amount of subsidies indicated on table 9.

Table 9: 2010 Subsidies

Nature of Subsidy	Allocation	Amount received	Balance	% received
Recurrent	1,900,000,000	949,999,998	950,000,002	50%
Investment	625,000,000	625,000,000	-	100%

As at 30 June 2010, the University had generated two hundred and sixty four million, two hundred and seventy one thousand, two hundred and twenty four francs (264,271,224) representing 26% of its budget.

To ensure effective management of these meagre resources, the administration of the University of Buea organised a workshop on financial management to school delegated vote holders on how to go about the 2010 budget.

It is important to observe here that while student enrolment at the University has witnessed continuous growth since 2007 (as already demonstrated above), the budget has not increased commensurately. Table 10 shows the University budget vis-à-vis student enrolment from 2007 to 2010.

Table 10: University Budget compared with Student enrolment 2007-2010

Year	Recurrent Budget	Investment	Total	Student Enrolment
2007	2,400,000,000	2,751,188,000	5,151,188,000	10203
2008	2,470,000,000	3,746,592,000	6,216,592,000	10997
2009	2,493,300,000	3,450,964,000	5,944,264,000	12269
2010	2,493,300,000	4,220,964,000	6,714,264,000	13887

It is only in 2009 academic year as represented by table 10 above that the UNIBU witnessed a dropped in its investment budget but a rise in the student population. From 2007 to 2010 the university has had a steady recurrent budget and a steady investment budget. With reference to the Strategic Plan, the University aimed at increasing its self-generated income through other alternative sources such as external research funding, donations and fund raising. An overview of the 4 years of implementing the Strategic Plan reveals that external research grants have experienced a steady increase since 2007 as shown in table 10 (see also figure 9).

Table 11: External Funded Research Grants

No	Financial Year	Amount
1	2007	25,588,000
2	2008	114,000,000

3	2009	155,450,500
4	2010	330,000,000

The University in its attempt to generate more revenue from alternative sources has revamped the University of Buea Development Fund. In UNIBU Strategic Plan drawn up in 2007 to cover the period 2007-2015, it is declared that the state was the main funder which gives up to 65% of the UNIBU budget and expressed the wish for the bilateral donors and private sector to increase through joint projects, consultancies and provision of services. The Vice Chancellor makes a clarion call on partners and stakeholders to support the UNIBU in cash and in kind in its mission to serve the community in a better way (University of Buea Strategic Plan 2007-2015, p. x). This report which comes in 2010 shows a remarkable increase in externally funded research in the advantage of UNIBU. This confirms that UNIBU is benefiting from output-based funding through its sale of academic services and outreach to the public. Source: http://www.ubuea.net/index.php?option=com_content&view=article

3.6 Findings and Impressions

After haven gone through all the funding models and having examined the various characteristics, advantages and disadvantages, the best funding model that will be suitable for Cameroon will be the performed-base mode of funding. This can be justified by the fact that it will ensure that the funds go to deserving staff and students. The institutions will work hard to earn high remuneration and reputation. The main funding model in Cameroon is the negotiated type which the state is convinced promotes equity and access to most citizens from varied financial backgrounds. It neglects the consequences of joblessness which come with this funding type. The state may have their goal to gain and their strategy to use in order to obtain this goal but it still remains the main and surest funder of public higher education in Cameroon.

Institutions need to put in more effort to tap more resources from private sponsors and companies as they are already doing rather than depend on the state for funding. This will enrich the coffers of the institution and by reduce too much dependence on the state for resources. In this light there will be a shift in funding whose weight will decrease from

negotiated to output. This will go a long way to help in the institutional programming and planning of administrative and educational processes with fewer constraints.

It goes without saying that there is an enormous rise in private sponsorship of higher education than was the case. This suggests that either due to public awareness of high private rates of return in the earnings of higher education graduates or other reasons. The public (private individuals and households) is ready to sacrifice to obtain higher education. This will go a long way in topping up institutional budget and will also help in the institutional programming and planning of administrative and educational processes with less hitches.

In conclusion, Cameroon has been independent for more than 50years and its Higher Education sector has existed for the same number of years. Based on international, regional and friendly co-operations with other nations and institutions, it is enough time for this nation to adapt some of these funding models which work better in its context. These institutions need to be nationally and internationally competitive and outstanding in order to attract international students and sponsors. International students will be of enormous financial benefit to the institution and to the society. Health, good governance, unemployment, poverty, social living standards, long life expectancy and birth control will be taken good care of.

Chapter four

Discussion on findings

Introduction

This chapter will address research question four. It will also examine how the policy framework at the national level has influenced changes in funding policies and funding models at UNIBU and how this has affected administrative management, access and organisation of studies. The administrative system in UNIBU is hierarchical. The chief in command is the Vice Rector and the second in command is the Deputy Vice Chancellor in charge of Research and cooperation with the Business World. The individual Deans are in charge of different work load like studies, academic affairs, research etc.

4.1 System's Level of Funding and the GDP allocated for Higher Education funding.

Public Higher Education Institutions in Francophone African countries have a low enrolment rate compared to those of Anglophone African countries but the enrolment in primary education sector is high and might with time jeopardise the quality of training in higher education because of would-be high recruitment into Higher Education Institutions. There is low economic growth in Francophone African countries and public revenue is low and there is inequity in wealth distribution. The GDP of these Francophone African countries of 16% is inferior to the 22% in low-income Anglophone African countries. In 2003, 18% of public resources was distributed to the education sector in Francophone African countries from the national budget which is inferior to that of the Anglophone African countries which enjoyed a 21% of public resources this same year. Public expenditure per student in Francophone African countries is 50% higher than in Anglophone African countries with comparable levels of economic development (Brossard and Foko, 2008).

This is enough signal to the authorities that something needs to be done urgently in this higher education sector to rescue this domain and to restore confidence to the academic sympathisers. The swelling numbers in primary enrolments which will subsequently be the case in higher education should not be left unnoticed. This has a huge impact infrastructure wise, logistic wise and budget wise. These are very critical substances to take charge of in order to contain the situation. If the funding model which was adopted from the colonialist upon independence has failed to work with the changing times, then the government has to

design funding policies which match with the changing times. This matches Jongbloed's negotiated funding model which is not really encourageable even though it is a sure source.

There is prescription on a remedy for policy reform for the governments to introduce cost-sharing, reduce unit cost, regulate student flows, develop the private sector and promote income-generating activities (Brossard and Foko, 2008, p. iv). They also support the idea that public higher education institutions should be given the autonomy to devise means of raising their resources in order to meet up with what the government cannot provide through their services or through the students. By so doing, they propose payable student loans. In this case, Jongbloed's output-based funding model and student-based funding will be ideal. Mingat and Tan (1985) had also expressed this opinion in their pre-occupation for the national systems of higher education in Francophone African countries to make their tertiary students "investors" and not "consumers". That is the students should be empowered by making them fish for themselves. Maassen and Cloete (2006, p. 11) note that:

Policies are expected to fill this gap, sometimes being directly derived from a political programme, sometimes reflecting societal reality, sometimes a combination of both. It is obvious that the wider the gap, the more unlikely it will be that policy outcomes will be in line with the original policy objectives.

Even though this statement is in the context of the widening gap between politics and political programmes on the one hand and higher education on the other, it is useful to note that well designed policies which are institutionally and environmentally friendly are imbued with the capacity to restore societal confidence in funding of universities.

Moreover, financial issues are usually very sensitive in the sense that people directly or indirectly involved in its management always want to know how much is in the coffers, what has been spent and how it has been spent. These could bring unity as well as divisions which could be detrimental to the institution and difficult to cement. Thus good financial policies with a good follow up for its implementation will enhance a good educational environment even though the outcome of a policy may not be reflective of the intension (Maassen and Cloete, 2006, p. 12). Let there be good policies and a follow-up for the achievement of the intended outcomes.

Woodhall also examines other palatable issues other than economic issues which affect and/or influence higher education reforms like “policies, legal and social policy” (Woodhall, 2007, p.37). She cites the example of Ghana whose student government strongly opposed and rejected cost-sharing in higher education funding, terming it a measure by the government to make the students “scapegoats of the country’s failure to control higher education costs” (Woodhall, 2007, p. 38). She also cites that of Britain which met resistance but was later adopted. The case of Scotland was not different even though theirs was of an upfront fee payment which some people considered to be a bit mild.

Woodhall (2007, p. 48) concludes by recommending a multifaceted approach to Higher Education Funding. She also proposes that not only economic approach to higher education funding should be the primordial focus of a search for an inclusive higher education funding system. Other issues like social policy, legal and administrative issues and politics are not to be undermined.

The International Association of Universities (IAU, 2008, p. 23) proposes an agenda for adoption and implementation by higher education institutions for recognising the diversity of economic and financial conditions as well as the particular political, cultural, and historical aspects that define various national contexts. They also urge governments to show commitment to equitable access and success by providing adequate funding using models that are sensitive to, and appropriate for, local conditions and that support higher education institutions and students with financial need. This suggests that this international association identifies the vital role of funding for University institutions and promote divergent sources which can harmonise the funding of these institutions.

The Cameroon government is not ready to implement these measures which could encourage cost-sharing because they think public impression will be that the state has failed in its mission and responsibilities. There is also the thought that the law on funding have given public universities the ability to look for funds through alternative means. Given the lack of transparency in the management of public funds in Cameroon, the introduction of student loans will not be properly managed because some individuals who are directly involved in its disbursement will look for unscrupulous means to benefit from these funds and they will not reach its right destination. Shady games will come in even at the collection phase where not all or almost all the disbursed amount will not be retrieved. The state may end up being drained of the resources it would have sacrificed for this initiative. It is better for the state to

make the beneficiary students pay for their education. Moreover, the higher education benefits for them are enormous at the end of their programmes should they make right choices on study programmes and pay for their education themselves.

It is also suggested that these Francophone African countries should come up with policies that are compatible to financial sustainability, that are economically friendly and that are socially realistic. Cameroon among these other Francophone African countries has 3.5% of its GDP allocated for the operation of the higher education system. On table 1.5 entitled “Public Expenditure per Student and Relative Costliness of Higher Education in Francophone Africa most recent years”, they believe that the per capita GDP of Cameroon in US\$ was 634 in 2003 and the public expenditure per student obtained was 84 and simulated public expenditure per student was 116 and the costliness index was 0.72 (Brossard and Foko 2008, p. 20).

This is far below standard and has direct impact on the public institutions with UNIBU included. They should be given real autonomy and not autonomy with strings attached to it in decision making and in financial search. This will minimise individual aggrandisement and swindling of institutional funds. This will also minimise complaints of the imposition of study material on the students for purchase at exorbitant rates and will encourage staff commitment to their duty.

Brossard and Foko (2008) stipulate that in the year 2004, the public unit expenditure for Higher Education in Cameroon excluding studies abroad was about 15% on student assistance, 85% on salaries and nothing for operating cost. This same year, Cameroon is said to have allocated less than 10% of the higher education budget for Cameroonian students abroad. They estimate that the differences at each level of education between pupils/students belonging to the richest 20% of the population and pupils/students belonging to the poorest 20% of the student population in Cameroon is 50% higher as of the year 2000. It is also estimated that the pedagogic supervision ratio of student-teacher in Cameroon’s higher education attendance in 2002 was about 28.1.

This case is suggestive of the fact that there is no equity in access to higher education but there is equity in primary school attendance. In a non egalitarian society like Cameroon where the gap between the rich and the poor is so wide, it is the government that has to take measures in order to reduce this widening gap. Some talents waste already in Cameroon

because the parents and guidance cannot afford for the basic registration fees talk less of affording for other social cost like accommodation and the provision of school stationeries. The number of students per teacher for most disciplines in the public higher education is so discouraging and there can be no proper follow up of students by the teachers.

According to the data available, in the year 2000, the distribution of higher education students in Cameroon's public universities according to "scientific" course programmes was about 35% for science and technology and 65% for other fields. Only 9% of higher education students in Cameroon attended private higher education as of 2008. The household expenditure on higher education in Cameroon excluding studies was 38% while in 2001, the percentage of public unit cost was 55(32) and 32 is the net contribution. The percentage of per capita GDP is 47 for public and private institutions. Public institutions have 39% of public unit cost and 33% of per capita GDP while the private institutions have a 100% of per capita GDP. They hint that these expenditures are without social expenditures and that in the case of Cameroon, the state and the household are the principal sponsors of higher education (Brossard and Foko, 2008).

Households in Cameroon are highly involved in spending on public higher education when it mostly concerns social and academic cost like housing, transport, provision of didactic materials, healthcare etc. Household expenditure on public higher education in Cameroon is low but high in private higher education. For this reason, Brossard and Foko (2008) propose cost-sharing in financing public higher education institutions as they consider this a big burden for the state. They also indicate that household contribution in Cameroon on textbook purchase is 8% and 25% to related uses like transportation, rent, uniforms, internet connection etc. The government is reluctant to introduce cost-sharing funding model because of the Millinium Development Goals (Brossard and Foko, 2008, p. 49-50).

The impression is that if cost-sharing is introduced, equity will be minimised as some citizens will be automatically sidelined and may be barred from attending higher education because of their financial status. More so, the authorities that be should take the responsibility to reframe national higher education policies which will be in accordance to the international conventions which they are signatories to and try to work within this framework. In this way, they will respect international conventions and at the same time foster their national systems through the policies they adopt and implement.

Brossard and Foko (2008, p. 53) state that the poor in Cameroon are the ones who make the biggest financial effort in educating their children beyond primary education and “wealthier households are more able to finance their children’s higher education (and the more so when it comes to private education)”. Brossard and Foko (2008) are categorical and propagate that the decrease in public financing of higher education is as a result of massification which has culminated in higher student-teacher ratio and since the initial staff salaries were stable, the increase in student population has not influenced the increase of staff salaries but has rather had great impact on the research and on the purchase of didactic material because of the diminishing availability in public finances. As a consequence, academic quality is put to question. All these in their view translates into the over shortage of lecture halls, lack of basic facilities for students and staff on campus.

It is imperative that the government which has as responsibility to ensure the smooth running of its academic sector do something sustainable to revive this higher education sector. More investment should be made on infrastructure to contain the growing student population. Libraries, computer laboratories and science laboratories should be furnished with contemporary material to match up with the technological times. This will make the graduates to be qualified at the local and global environment. Government has been doing its best to add research allowances for higher education staff but it is not enough to end at that. Comfortable and well furnished offices should be constructed for them alongside other facilities like good toilets. These may look minute but they are very vital for the mental and physical health of a good academic. When more lecturers are stuffed in one office there is no privacy and inspirational ideas may be shattered by lack of a calm environment to recollect constructive ideas. These things are very important for a good research environment.

The Francophone higher education system in Africa with Cameroon inclusive is ineffective and has a significant number of drop-outs and high retention rates and this explains the difficulties encountered by the graduates in the job market. As they put it, the governments of many of these countries and external donors do not take higher education funding as a top priority. If the national government is devoted and shows commitment to financing and fostering of higher education, this may attract sympathisers to come in with their aid. As a consequence, quality and efficiency can then be achieved. They propose a “long-term higher education plan that is socially feasible and financially sustainable” (Brossard and Foko, 2008, p. 56). They project that the increasing enrolment in the primary and secondary level of

education, will witness a high increase in student enrolment in higher education by 2015 to approximately 1.4million in Francophone African countries.

The government has to restore order in its academic system and show that it values and prioritises it. With this done, other sympathisers will have the anxiety to come to their assistance. If this sector is strengthened, the students they prepare for the job market will meet the market demands and will be highly marketable. They will be well cherished and highly haunted.

It is predicted that in 2004 or closest available year, Cameroon had a student population of 85,790 that is 526 students per 100,000 inhabitants and by 2015; this number may triple to 236,000 making it 1,249 students per 100,000 inhabitants. The number in 2004 or so would have multiplied by 2.7. They view that public expenditure needs to increase to meet the logistic and finance demands. As of now, not much has been done in terms of infrastructure to prepare for this predicted student population whether it is infrastructure wise or accommodation wise. Most families accommodate their children in privately owned home which provide the services of home to let not far from campuses.

They present a public financing gap generated in 18 Francophone African countries in the trend scenario under status quo policies for higher education. They segment the constant unit cost and share of private sector at current growth pace and how it will look like in 2015 in Cameroon. In 2004 or closest year, the current expenditure as percentage of GDP was 0.41 and the students per 100,000 inhabitants is 1,249 while the current expenditure as GDP is 0.96. Resources for expenditure as percentage of GDP stands at 0.41 in the “Resource mobilisation: status quo in policy decisions”. Accumulated gap 2004-2015 in US\$ millions in 2004 was 485 and an average annual gap in US\$ millions was 44.1. Resource mobilisation in Fast Track Initiative scenario for resources for current expenditure as percent of GDP is 0.77. Thus the gap 2004-2015 US\$ millions, 2004 accrued 168 giving an annual average of 15.3 million US\$. They envisage that if the screening is rigorous in the enrolment process of the students at the University, the financial and social demand gap may be reduced.

Thorough screening needs to be done in order to filter the students. With this done at the secondary up to this tertiary level, the students will be so conscientious about their studies and will devote more time to it. There will be an impulse on hard work. If this is adopted as a policy and followed up closely, the quality of the students will be upgraded and the results

will be visible (Jongbloed, 2000; Frølich et al, 2010; Lepori et al, 2005) are unanimous on this.

Brossard and Foko (2008, p. 69) tabulate the “Financial Impact of Student Flow Regulation under Status quo Higher Education Operating Models, 2004-2015”. Earlier on or 2004, the current public expenditure for higher education in percent of GDP in Cameroon was 0.41. The number of students as multiple of 2004 student enrolment was 1.2 and the number of students’ percent of social demand by 2015 is 42. There for, assuming constant unit cost and level of private sector support, they view that the resource mobilisation Fast Track Initiative scenario of current expenditures in percent of 2015 GDP will be 0.40 while the resource allocation for current expenditures in percent of GDP will be 0.77. Thus there will be no gap on spending in US\$ millions between 2004 and 2015 since the cumulative budget will remain at 318 as of 2004. They are advocating that for financial challenges to be meet, there should be an increase in unit cost alongside the regulation of student enrolment while “allocating more resources to research, teacher training and teacher remuneration”.

If the government of Cameroon can take enough time to look for higher education technocrats to diagnose the problems plaguing the higher education sector, short term, medium and long term solutions will be reached. This sector is very crucial for the economic welfare of the state and should not be neglected as such. Something is done but much needs to be done fast and in time. The situation is almost out of hand but not yet out of hand. A remedy can still be sought for this sector. Njeuma et al (1999), had earlier on deplored the appointment of non technocrats likewise Konings (2004) and Nyamnjoh (1999).

4.2 Deterrents to appropriate funding models in Cameroon’s Higher Education Sector

Brossard and Foko (2008) view that for governments to maximise the financial sources for higher education funding in Francophone African countries there should be an introduction of cost-sharing, the development of income-generating activities and the putting in place of cost-recovery strategies. Private-public partnership can go a long way to enhance Higher Education funding, equity and efficiency. They recommend that information on how higher education policies can evolve in the right direction should be transparent, abundant, should be of high quality and should be available to all actors. They say their survey showed that this information availability is “far from being the case in many countries especially

concerning costs, and particularly per graduate and the efficiency of higher education in terms of graduates' entry into the labour market" (Brossard and Foko, 2008, p. 78).

Information asymmetry is very vital when it comes to the state's use of finances talk less of an institution's own use when it comes to that; especially when those finances are generated by the state or other partners. It is imperative that the state should create an independent body to run external funds designated for higher education institutions and make this body to be accountable to the lenders or donors and equally to the state. This will minimise suspicion and will enhance accountability. The institution should take as a responsibility to furnish the Ministry of Higher Education with annual information of graduates. Then, the Ministry of Higher Education should then shoulder the responsibility to transmit this information to the Ministry of Labour and Employment in the case of Cameroon. The Ministry of Labour should equally update the nation and the funding bodies on the annual statistics concerning the number of graduates who have been employed that year, what they have been employed to do, their tentative salaries and categories and most importantly the employer be it private, public or parastatal. Key decision makers and academic community in each of the countries should be concerned with the implementation of in-depth reforms in their entirety. Like Frølich et al (2010), they believe that there is the possibility to implement difficult strategic decisions if there is shared responsibility and greater objectivity characterising the relationship among the state, higher institutions of learning and all stakeholders (Brossard and Foko 2008, p. 78).

This lack of cooperation is because of government control and over intrusion. Should the government relax this control and give maximum autonomy to the institutions so that the institutional authorities can come up with their laws on how to raise finances at the institutional level, and then the government only acts as a referee, there will be greater cooperation and less stringent control.

Gioan (2008) is entirely in line with Brossard and Foko (2008). He proposes that the intake of students into Higher Education Institutions should be in line with the available resources. He also proposes that this could be done but not in a forceful way that can generate crisis. He views that good orientation should be given to the students on which study programmes have better marketable prospects than others. The duration of studies should be limited at the tertiary level to avoid the student number from swelling up. Fiscal and non-fiscal incentives should be used to promote the private higher education sector. The unit

education cost should be reduced. There should be the mobilisation of “additional self-generated resources”. Student assistance in his opinion should be geared towards the deserving or disadvantaged (Gioan, 2008, p. vii).

The higher education sector in Francophone African countries is governed by social demand and the decisions taken are often driven by urgent situations and that there is little or no information on management and no planned development of the system. There is a requests for real autonomy to be given to public institutions to have the capacity to choose their own strategies and direct their policies and having the right to their own choices within the guidelines and commitments as defined by the state (2008, p. 5).

Hauptman (2005), Jongbloed (2000), Mingat and Tan (1985), among others agree that fee-paying renders the student to be more serious, more focus and to make good study choices. In the case of Cameroon, state should also be flexible enough to accept fee-paying in public universities and not only limit the sources of funding for public higher education through loans, donors, meagre registration fee of 50.000frs CFA and sales of academic and non academic services. Fee-paying will be a steady source of income even though the amount to be achieved for an academic year may not be determined but an approximate sum could be envisaged and this can help in academic planning, programming and management.

In line with Brossard and Foko (2008), Gioan (2008) advocates that a management system and well stipulated stakeholder responsibilities and capacities be introduced in Francophone African universities. Like Brossard and Foko (2008), he identifies similar deterrents to sufficiency in funding that create difficulties in choices of policy like high social demand for higher education which is a consequence of educational systems dynamic.

Higher Education can change the economy of a nation in an enormous way. Should it be strengthened, so too will other sectors be. For this reason, instead of putting the cart behind the horse by trying to use the limited resources to satisfy non meritorious students, the state should pump this money into the higher education sector and the benefits will come in a multiple way. Not only will there be employment among its youths, the economy will be stimulated and it will meet up with other pressing social problems like medical aid.

Higher education in these Francophone African countries in public institutions with Cameroon included is virtually free and accessible to all, provided you succeed in obtaining Baccalaureat for the Francophones and General Certificate of Education Advanced Level in at

least two subjects with a good combination of subjects for the Anglophones. These act as visas to higher education institutions. No proper screening is done except for professional institutions. New recruits do not have proper orientation of which areas are marketable because most often if orientation will be done, it is usually after admission. This is tantamount to selling after the market for it is supposed to be done before the registrations begins. If the policies at the system's level are well designed in such a way that they are not impediments to those drawn up at the institutional level, there will be a harmonisation of policies to favour the educational processes and academic planning.

It was difficult to mobilise external support for funding higher education because the technical and financial partners depended so much on Millennium Development Goals which advocated the improvement of the primary sector education. Since there was no medium and long-term higher education sector development approach and the fact that there were differing views on their usefulness for the countries' economies, disturbed the development partners and the government from taking on higher education and research (Gioan, 2008, p. 4).

He is of the opinion that the institutions should offer attractive vocational courses and continuing education courses to maximise their funds and not only rely on state funding and that state policies should be socially and financially sustainable. The UNIBU always restricted enrolments and strictly scrutinised the students to be admitted in this institution according to the discipline. For example a student had to have at least five Ordinary Level papers including English Language, and two Advanced Level papers with at least five points depending on the department the student wanted to enrol in but because of the government policy in working in line with the Millennium Development Goals of education for all, this criteria no longer worked strictly and the efforts of UNIBU to maintain quality and control student enrolment was frustrated because of government policy.

That notwithstanding, the UNIBU does not have sufficient infrastructure to accommodate the continuous swelling student population and for this reason, new useful programmes are difficult to come up with consequently the students are automatically barred from going in for their real choices. Most students who are from English speaking backgrounds with little or no knowledge of the French Language are obliged to enrol in UNIBU because they cannot go to Bilingual or French Universities like Yaounde 1, Yaounde 2, Dschang, Douala, Maroua or Ngaoundere. With the advent of the University of Bamenda which is an Anglo-Saxon University, may be the problem will be partially solved.

Gioan (2008, p. 15) however proposes three guiding principles for policy making which are similar to those proposed by Brossard and Foko (2008).

1-“Increasing the social and economic relevance of higher education and research sector by tailoring educational and research opportunities to match the real requirements of the country as effectively as possible”.

2-“Regulating student population trends so that levels are in line with budget options”;

3-“Making optimum use of available resources by involving the private sector in the most effective way and by directing resources as much as possible towards educational and research expenditures which involves putting an upper limit on social expenditure”.

He also insists that the reduction of student population will enable easy management of the students. He also wishes the length of time required for the attainment of a higher education diploma be reduced to avoid increase in student population and that the private sector be promoted.

Gioan (2008) finalises that personnel costs, student social assistance expenditure and operation costs together with teaching-related expenditure are the three main domains which internal resources in higher education system shared. However, he indicates that more than 45% of these resources are socially related in Francophone African countries which should not be the case.

4.3 Impact of politics on the institution

Konings (2004, p.5) also notes that ‘all promotions and appointments to administrative post are politically motivated: loyalty to the regime appears to be more important in a University career than intellectual merit’. This system of administration is what (Gornitzka and Maassen, 2000) describe as the rational planning and control model where the state believes it is the ultimate decision maker. This has a devastating impact on the teaching, learning and research processes because when professional technocrats are not appointed to the areas they master, it will have a repercussion on these processes and on the graduates they produce.

According to (Konings, 2004, p. 5), the vast majority of the academic staff in Cameroon has also become unhappy with the existing political control in the Universities

and their authoritarian form of administration. This is a source of worry to genuine intellectuals who know the 'raison d'être' of the existence of the University. He further notes that political control and censorship discourage descent research and stifles innovation and critical research. For this reason, University staff find it more lucrative to indulge in politics than in scholarly pursuits. These University staff abandons their work because of political campaigns in favour of the regime which appointed them. The already scarce resources are then used for political reason at the expense of academic activities. In a way, academics is then sacrificed for political gains (ibid, p. 5).

Konings has raise very strong points which are a strict pointer to the negative impact which government steering has on the primary processes of teaching, learning and research. First the appointment which comes from the government already indicates that the appointee will not be free to act in a way which will not please the legislator. Notice the fact that the insufficient lecturers desert their posts of duty for political reasons which are in no way related to the academic matters. Secondly, the idea of misplaced priorities is evident where the insufficient resources for research are used to fuel their cars and to buy the consciences of the electorate with food and drinks in my opinion. All these lobbying is for personal gain and reputation. This hampers the smooth running of the curriculum and ill prepares the students for the challenges that await them.

Clark (1983) and Brew (2006) stress on knowledge as one of the factors that is supposed to be gained in the university. The students may end up passing through the university and the university not passing through them. This means that the knowledge and skill they would have achieved from the university will not be fully or adequately acquired and they will misrepresent themselves in the society. Also the cycle of action, knowledge and self will be distorted as presented by Barnett et al, (2001). This is because the students will not have the authority and confidence to talk on what they have studied; the institution will equally not be made a good publicity at the national, regional, international and organisational level.

Castells' opinion which is in line with Konings' (2004), is that the role an academic plays in militating in a political position is contradictory. "The contradiction between academic freedom and political militantism as well as between the drive for modernisation and the preservation of cultural identity have been a fundamental cause for the loss of the best academic talent in most third world countries" (Castells, 2001, p. 213). A majority of renown academics in Cameroon prefer to hang their academic titles and concentrate on politics

because of the dividends they get from it. It is “pay as you go”. The more you militant, the more power, the more posts, the more connections and the more cash you get.

4.3.1 Constraints of inadequate funding on the institution

Ngwana (2003, p. 6-7) is of the view that many economic constraints caused the state financing of higher education institutions to be irregular. As a result, institutions were bound to turn to donors and other stakeholders in quest for funds. The fact that the funds were not managed in a transparent way and enough information was not given on how the funds had been used. The confidence which the donors had in the institutional managers speedily faded away. This led the institutions to learn not to rely on the donors. Coupled with the fact that institutions are not sure of what they were going to get exactly from the donors and the state. This explains why the 1993 reforms were so difficult to put in place. Ngwana (2003) raises multiple issues which affected the financing of the Universities after the 1993 University reforms. He is concerned with the lack of funds for funding the newly born state Universities from the University reforms. Like Brossard and Foko (2008), in line with Gioan (2008), he reveals the impediment that lack of information can have on the disbursement of funds by the donors and other stakeholders. The availability of information is important for fund providers to know what they are funding, why they are funding and how they are using their funds.

Njeuma et al (1999, p. 5) also talk about University funding in line with the good implementation of the 1993 university reforms. That is, in solving problems like overcrowding, shortage in infrastructure, under utilisation of some university centres like that of Buea etc, which led to decentralisation of the University of Yaounde and in the formation of new state universities. They remark that ‘the university budgets were provided entirely by the state with no contribution from the direct beneficiaries or the larger community’. They believe that with the advent of the economic crisis in the 80s, the state had no option than to reduce its support and there was a distortion in budget priorities. This was the case in Norway, Denmark and Portugal as highlighted by Frølich et al (2010) where the state solely funded higher education before the student loan scheme and other reforms on cost-sharing were introduced.

This gives enough reason for the state to introduce fee paying or any form of student loan in public universities. The institutions will be able to raise funds from fees and the students will be more serious with their academic choices. Jongbloed (2000) in line with (Hauptman, 2005; Mingat and Tan, 1985) rightly believe that when students are made to be

investors rather than consumers, they take their studies seriously and go for right choices. The institution benefits financially and many drop-outs are not registered nor retentions.

Edokat (n.d.) in writing about the “Effects of internal and external brain drain on Higher Education in Cameroon” is worried by the fact that universities in Cameroon suffer from brain drain because of the effects of shortage of funds among other things. He identifies two types of brain drain which has to do with internal and external brain drain. Internal brain drain has to do with teachers and other workers especially those employed by the government to teach in government schools who prefer to spend most of their time in private schools because of good salaries. External brain drain has to do with teachers or other state workers who go abroad because they are not satisfied with working conditions at home. This personnel loss is a huge blow to higher education quality and to the attainment of higher education goals and mission. The address on the webpage is difficult to access but to get to the article, log on the name of the author. Goolam’s (2008) view on higher education funding in Africa is not different from that of (Gioan, 2008; Brossard and Foko, 2008; Ngwana, 2003; Njeuma et al, 1999) etc who also believe like him that almost all African higher education institutions rely on the state for funding. He is convinced that most states are unable to provide these necessary financial resources.

Wa Kariuki (n.d.) in a paper on “The challenges of financing research in institutions of Higher Education in Africa”, is pre-occupied with the fact that research funding in African Universities with Cameroon inclusive, has not attracted the necessary funds needed and so African development is regressing. In line with Gioan (2008), he views that African Universities need to be given the required autonomy they deserve for them to be able to manage the meagre resources which they have and this will also render them productive and accountable. He also blames the World Bank and IMF (International Monetary Fund) for imposing the Structural Adjustment Programme to African Universities in the 1980s as a condition for the disbursement of funds which affected the education sector and undermined access to education.

The fact that the sub-Saharan African countries accepted the preconditions for financial assistance by taking to the Structural Adjustment Policies is suggestive of the fact that inadequate funding may lure administrators into agreements which can jeopardise and distort the educational developments of the citizens. The future of the nation which depends so much on higher education may also be uncertain and may be put to question.

Leke Tambo (1995), talks about secondary school teacher education in Cameroon. He does not focus on funding but it is mainly on formal and non-formal teacher education. He expresses his interest for teacher education and acknowledges that: “no educational system can rise above the quality of its teachers”. This is to say that if the teachers are of a good quality, the academic quality will also be a good one. This academic quality is no doubt accompanied by finances, good working conditions, available knowledge resources like libraries, laboratories etc. Funding is considered to be very important because without it to ensure an adequate salary, available didactic material and a good working environment, the targeted goals of quality and efficiency in the academic milieu will not be attained.

4.4 Findings and Impressions

Finally, the higher Education sector in Cameroon is over politicised. Politics should not be allowed to intermingle with academic affairs because it is so detrimental to institutional goals. Necessary things like student number control, comfort of the academic staff on campus, availability of didactic material should be prioritised when drawing up the Higher Education budget. For a good academic quality to be obtained, the state has to first acknowledge that the Higher Education system is “sick”. It is after these diagnosis that adequate solutions could be sought to remedy the situation. Social issues which are related to the students should not be prioritised more than academic ones. Infrastructure should match-up with modern architecture and should be enough to harbour the teachers and staff. The fact that internationalisation is not domesticated in home institutions is enough reason to raise concerns. This should not only end on paper. It should be pragmatic.

Chapter five

Conclusion and recommendations

5.1 Conclusion

Funding models are very vital for institutional success. Funding models which are convenient for the sponsors, the institution and geared towards the job market are tantamount to promoting success in other societal sectors like the economy, health, politics, agriculture, transport etc. Healthy funding models are important for proper management of administrative and academic processes, planning and programming. Institutions design their study programmes based on the available funds and if they are not sure of sufficient funding, they will make do with what is available. This already have a grave impact on the student choices of study programmes and on when exams will be planned, on how many staff will be hired etc.

Funding models which are not chosen based on how practicable they will be in the institution and the environment will have adverse effects on the institutional management and administration of academic processes, planning and programming. This is because bad funding models are a platform for institutional failures in that these institutions will not meet their set goals, those of the students, those of the society and those of the sponsors. In order to preempt joblessness, unwanted rising demographic figures, unhealthy living conditions, crime, hunger, mortality etc, it is imperative that a good synergy between the state, the market and the institutions is ensured and strengthened through the choice of the funding models.

The state has to do more in their power to create an enabling funding environment for other stakeholders especially for the institutions. Stringent state policies act as a big barrier to institutions and paralyse the efforts of these institutions. Judging from the funding sources, strategies and amount contributed by each actor, it can be concluded that the most prominent and reliable fund providers for public higher education in Cameroon are the state and household. The state may have their goal to gain and their strategy to use in order to obtain this goal but it still remains the main and surest funder of public higher education in

Cameroon. Efforts should be put in by the institutions to exploit the available means to tap resources from private companies and individuals in order to enrich the coffers of the institution and by so doing they will avoid too much dependence on the state for resources. In this light there will be a shift in funding whose weight will decrease from negotiated to output. This will go a long way to help in the institutional programming and planning of administrative and educational processes with fewer constraints as also suggested by other critics.

It goes without saying that there is an enormous rise in private sponsorship of higher education than was the case. This suggests that either due to public awareness of high private rates of return in the earnings of higher education graduates or other reasons, the public (private individuals and households) is ready to sacrifice to obtain higher education. This will go a long way in topping up institutional budget and will also help in the institutional programming and planning of administrative and educational processes with less hitches (Fonkeng and Ntembe, 2001).

The neglect of the Higher Education sector in Cameroon is a serious blow to the socio-economic, political, cultural and global growth of the Cameroon's Higher education system. Government should be aware that the university is a local institution but has a global role to play in promoting internationalisation and globalisation. If the national institutions function well, they could have guest lecturers and part-time lecturers from other parts of the world craving to come and share their knowledge and know-how with these local institutions.

-The traditional role of the universities to promote knowledge, culture, and socio-economic issues can be raised to other areas like the strengthening of bilateral and multilateral ties.

-A good political record that is void of corruption, nepotism, tribalism and favouritism will also act as incentives to investors who will not have any reproach to do what is beneficial to the state in general through the institutions.

-Appointments made on party line are a disincentive to academic. Such appointments should be governed by a sound educational record and profile.

5.2 Recommendations

5.2.1 The government of Cameroon

-It is imperative that the government of Cameroon makes Higher Education a top priority. This is because through higher education, many societal problems will be solved like unemployment, development, illiteracy, crime wave, improved health care etc.

-It is so important for the government to implement its very attractive policies at the system's level so that it trickles' down to the institutional level.

-Beyond the scope of this this thesis, appointments at the ministerial level and at the institutional level should be based on technical know-how and not on political basis or man-know-man basis. These appointments should not also be on nepotism or tribal line. These existing vices do not enable the institutions to translate the policies on funding in an adequate and profitable way.

-International students' affairs and recruitment should not be handled at the diplomatic level. The government should shift this responsibility to the institutions and let them manage the affairs of the international students. In this line, the institutions will be can be encouraged to build student villages and manage. This will bring part-time jobs to the students and will also be economically beneficial to the institution.

-There should be decentralisation of power at the system's level because over centralisation of power frustrates the efforts of the institutional leaders and does not in any way render the institutions autonomous.

-Government should introduce a heavy fee for local students and a heavier fee for these international students. The budget of the institution will be increased and will benefit managerial and academic processes.

-Infrastructure should be on the top priority list because a good academic environment with adequate space and available didactic material like well equipped computer halls with electronic books and good internet connections, well equipped laboratories and libraries with contemporary books.

-There should be proper screening in university admissions in order to limit the intake and in order to go in for the best quality students. This will partially solve the problem of shortages in lecture halls and will limit the teacher-student ratio. Hard work will be promoted and merits will be obtained. The institutions should be the ones to set the recruitment requirements for their institution and not the state. The government can only come in as a referee to regulate.

-A student loan scheme with a good coordination mechanism and a good management scheme put in place for a good disbursement and a well structured collection mechanism put in place. This will enable the students to go in for job oriented programmes and to act as “investors” and not as “consumers” in the view of (Brossard and Foko, 2008).

-The subventions from the state should be delivered in time in order for the institutions to plan in time and be able to execute the academic calendar properly.

5.2.2 Institutional level

-Funding should be urged for Institutions should to be creative and innovative. They should be able to use the limited resources to do ground breaking research which will attract the sponsorship of foreign and local companies.

-Strong ties should be built (or maintained in case the ties exist already) with alumni and other partner institutions. This will help in the alumni coming back to fund projects in their “alma mater”.

-The institutional leaders should not allow themselves to be overtaken by political ideology and by the political environment because each of these two should not interfere with the other.

-The institution should also encourage lecturers who are researchers in a special way like giving them a token in order to acknowledge their contribution in promoting useful knowledge.

-Relevant study programmes should be designed which are career oriented and are easily marketable. These programmes should have a local and a global economic relevance.

-Inter-institutional partnerships should be strengthened and knowledge sharing and exchange should be a top priority to these institutions.

5.2.3 Recommendations for the success of output-based funding

Hauptman makes some recommendations that are suitable for performance-based funding. He proposes that institutions must have sufficient management capacity and autonomy to respond to the incentives and mandates included in performance-based funding. There must be performance indicators that can be reliably tracked and calculated. Also

adequate quality assurance mechanisms must be in place and finally careful planning should be undertaken to avoid or reduce unforeseen consequences.

Tandberg (2010) in writing about state funding of higher education, decision making and state fiscal policy on higher education x-rays the shift of state spending on higher education to Medicaid. He unravels the mind of the state which nurses the idea that some public higher education institutions have the possibilities of transforming themselves to entrepreneurial institutions and this is synonymous to generation of funds which the state can no longer provide. He raises awareness in the student aid and subsidies from the state which account for a bit of tolerable fee increment. Given that the policies at the systems level pave the way for the institutions to raise their funds order than from the state, then it will be worthwhile they do so than stagnate their academic affairs for lack of funds.

5.3 Suggestions for future research

1-A study should be carried out on other universities other than UNIBU on comparative basis to find out how these funding policies are translated similarly or differently at different state institutions. Given the fact that UNIBU is an Anglo-Saxon university and other ones are French or Bilingual universities except the newly created Bamenda University.

2-Another study can be on the impact of funding to public and private institutions given the fact the public institutions only charge a meagre registration fees while private institutions charge their fees as they deem necessary. There should be an investigation into who deliver the goods well. Does fee payment influence good results?

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Appendices

Appendix 1- Interview with UNIBU administrator

1-Which sources of funds are available to the UNIBU?

2-Which are the funding models adopted by funders especially the donors and what do they actually target? Is it competition-based, research-based, endorsement-based, or which model of funding?

3-How do the model adopted by UNIBU and its donors enhance the achievement of its target goals?

4-Are the funds allocated directly to the research organisation or to the institutional subunits concerned?

5-What are the implications of funding on the administration of research, teaching and learning? That is, do these funds render the benefactor in this case UNIBU to conduct its managerial and academic processes in a near hitch-free manner?

6-Do these funds render UNIBU too reliant and kill the spirit of initiative to raise funds through their own efforts?

7-Do you (in this case UNIBU) have the opportunity to suggest to your sponsors what you will want them to fund? Or the fund providers choose what is in their interest to fund? And does this in any way change the priorities of the University?

8-Do these fund providers follow up to see that the disbursed funds are used as they intended them to be used?

9-Which mechanisms do they (fund providers) use to do the checks? Do you (UNIBU) have to send them reports on how the funds were used or are their representatives present to follow up and ensure that the funds are used as intended?

10-How is the managerial and academic programming and planning of UNIBU influenced by funds?

11- Have you any suggestions to make as to how funding can be ameliorated and which funding model you think will be most suitable for UNIBU?

Appendix 2-Interview with UNIBU lecturer

- 1-What are the sources of funding for UNIBU?
- 2-What are the conditions for the disbursement of donor funds?
- 3-What qualifies the benefactor/beneficiary?
- 4-Do staff benefit from cumulative functions? That is a staff who lectures, carries out research and/or do administrative duties?
- 5-How helpful are the funds in academic/administrative issues?
- 6-How does inadequate funding affect academic and administrative processes?
- 7-Is there anything you do to maximise the minimum available funds?

Appendix 3- Interview with UNIBU administrator

- 1-Does the government give research allowances to UNIBU based on legislature or on competition among other universities or on any other criteria? If non of the two which one is that?
- 2-Do all state universities benefit from these research allowances? If not why?
- 3-Are research grants and allowances different from the budget given by the state to state universities?
- 4-Do UNIBU furnish the state with how its research grants and allowances or budget has been spent?
- 5-How are these finances from the state allocated in the institution (UNIBU) since the institutional research grant is distributed to the faculties?
- 6- Is the 10% which the beneficiaries give to the school from the state grants, from institutional grants or from donor grants or from all of the three?
- 7-If you were to talk in terms of % what % will you allocate to each of the following
-government funding

-external funding (foreign and internal)

-institutionally generated funding (through fees, choir, academic research and other extracurricular activities)

